



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction*Working Together for Student Success***Form 1 – Cover Page: 2018 Sub-grant Application – Attachment A**

Applicant Information		Contact Person	
Name of Applicant: (name of fiscal agent)	Mays Community Academy	Name:	Krissi Williams
		Title:	Director / CEO
Address:	929 E. South Street	Agency Name:	Mays Community Academy
	Mays, IN 46155	Email:	krissiwilliams@mays.k12.in.us
		Phone:	765.645.5577
		Fax:	888.887.1935
If LEA (school corporation, charter school):	County: <u>Rush</u>		Program Director of 21st CCLC
	Corp # <u>9955</u> School # <u>7231</u>	Name:	Tommy Reddicks
	School # _____	Email:	trreddicks@paramountindy.org
	School # _____	Phone: Fax:	317.519.4588 317.423.0569
Did you use a professional grant writer to complete this application? YES or NO		If yes, please provide Name of Grant Writer:	
Funding Information: Funds Requested: Year 1 <u>\$151,750</u> Year 2 <u>\$300,000</u> Year 3 <u>\$285,000</u> Year 4 <u>\$263,250</u> Total <u>\$1,000,000</u> DO NOT WRITE BELOW – FOR IDOE USE ONLY: Funds Approved: Yr. 1 _____ Yr. 2 _____ Yr. 3 _____ Yr. 4 _____ TOTAL _____		Authorized Representative Information: Type Name of Representative: <u>Krissi Williams</u> Title: Director/CEO _____ Tel # <u>765.645.5577</u> Fax # <u>888.887.1935</u> Email: <u>krissiwilliams@mays.K12.in.us</u> _____ I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency/agencies named in this application and in the partnership commitment form have authorized me as their representative to file this application. Signature of Authorized Representative (if school corporation, must be signed by the Superintendent, if charter school, by the charter school administrator) <u>Krissi Williams</u> 7/27/2018 Date signed: _____	



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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Form 2 – List of Schools to be Served by 21st CCLC – Attachment B

Applicant Name:	Mays Community Academy	Contact Name:	Krissi Williams
Organization:	Mays Community Academy	Phone:	765.645.5577
		Fax:	888.887.1935
Address:	929 E. South Street Mays, IN 46255	Email:	krissiwilliams@mays.K12.in.us

Name of School to be Served by 21 st CCLC (including School # and School Corporation)	Has this school been served before under a previous 21 st CCLC grant?	% Free and Reduced Lunch	% Identified English Learner Students	Estimated # of Students that will attend the program at least 45 days or 60 days to be served Per School Year				School has grade of D/F (indicate “D/F” if yes)	Estimated number of Students with Disabilities to be served
				Y1	Y2	Y3	Y4		
Mays Community Academy School: 7231 Corporation: 9955	YES	73%	.6%	45	20	20	20	NO	8 per year
	<u>NO</u>		.6%	60	40	40	40		16 per year
Paramount Brookside School: 5508 Corporation:9680	<u>YES</u>	86%	12%	45	65	65	65	NO	12 per year
	NO		12%	60	70	70	70		13 per year
	YES			45					
	NO			60					
	YES			45					
	NO			60					
	YES			45					
	NO			60					
	YES			45					
	NO			60					

Note: If more space is needed, please include this chart on a separate piece of paper



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Working Together for Student Success

Form 3 – List of 21st CCLC Program Centers/Sites – Attachment C

Applicant Name:	Mays Community Academy	Contact Name:	Krissi Williams
Organization:	Mays Community Academy	Phone:	765.645.5577
		Fax:	888.887.1935
Address:	929 E. South Street Mays, IN 46255	Email:	Krissiwilliams@mays.K12.in.us
Name of Community Learning Center/Site (e.g. Franklin High School, Boys & Girls Club)		Location (Street Address)	City
Felege Hiywot Community Center		1648 Sheldon Street	Indianapolis

Note: If more space is needed, please include this chart on a separate piece of paper

Form 4 – Population Served Checklist – Attachment D

Applicant Name:	Mays Community Academy	Contact Name:	Krissi Williams
Organization:	Mays Community Academy	Phone:	765.645.5577
		Fax:	888.887.1935
Address:	929 E. South Street Mays, IN 46255	Email:	Krissiwilliams@mays.K12.in.us

Populations Served (check all that apply):

- ☒ Pre-School
- ☒ Elementary School
- ☒ Middle School
- ☐ High School
- ☐ Adult

Services: (check all that apply):

- ☒ Reading or Literacy
- ☒ Mathematics
- ☒ Science
- ☐ Arts and Music
- ☒ Tutoring or Mentoring
- ☐ English Language Learning Services
- ☐ Pre AP and/or AP Course Development
- ☐ Service Learning
- ☒ STEM (Science, Technology, Engineering & Math)
- ☐ Recreational
- ☐ Telecommunication & Technology education
- ☐ Library Services
- ☐ Services for Adults
- ☐ Youth Development
- ☐ Drug & Violence Prevention
- ☐ Character Education
- ☐ Global Literacy
- ☐ College & Career Readiness

Operating Hours: (check all that apply):

- ☒ After-school
- ☒ Summer
- ☒ Intercession
- ☒ Fall Break
- ☒ Spring Break
- ☒ Weekend
- ☐ Before-School




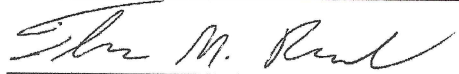
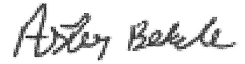
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DEPARTMENT OF EDUCATION

Working Together for Student Success

Form 5 – Memorandum of Understanding Form – Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on Page 57).
Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Krissi Williams
Organization	Mays Community Academy
Address	929 E. South Street Mays, IN 46155
Phone Number: Fax: Number Email	765.645.5577 888.887.1935 krissiwilliams@mays.K12.in.us
All Partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	 __ In Kind Contract; <u>X</u> Est. Value- in Kind Service
Print Name	Tommy Reddicks
Organization	Paramount School of Excellence
Address	3020 Nowland Avenue Indianapolis, IN
Phone Number: Fax Number: Email	317.519.4588 317.423.0569 treddicks@paramountindy.org
Partner Signature	 __ In Kind Contract; <u>X</u> Est. Value- in Kind Service
Print Name	Aster Bekele
Organization	Felege Hiywot Community Center
Address	1648 Sheldon Street Indianapolis, IN 46218
Phone Number: Fax Number: Email	317.545.2245 None Aster.bekel@fhcenter.otrg

Form 6 – Timeline of Activities for Year 1 of Grant – Attachment F
January 2019 – May 2020

Applicant Name:	Mays Community Academy	Contact Name:	Krissi Williams
Organization:	Mays Community Academy With partners PBR & FHC	Phone: Fax:	765.645.5577 317-423-0569
Address:	929 E. South Street Mays, IN 46155	Email:	Krissiwilliams@mays.K12. in.us

Date	Activity	Description
<u>Program Start Date</u>		
January 2019	IDOE Start Up Workshop	Finalize Budget & Annual PD Plan
January 2019	1 st session of after-school programs start	2.5 Hours day M-Th, 2 Hours on Friday
February 2019	Establish Advisory Board & Host 1 st Meeting	Establish Purpose of the Advisory Board and Future Meeting Times
<u>Winter 2019</u>		
February 2019	1 st 5 week session of after-school program ends	Progress reported to day-learning staff and evaluator.
March 2019	2 nd 10 week session of after-school programs start	2.5 Hours day M-Th, 2 Hours on Friday
<u>Spring 2019</u>		
May 2019	2 nd session of after-school program ends	Progress reported to day-learning staff and evaluator.
<u>Summer 2019</u>		
May 13th	Summer Staffing Begins	Job descriptions complete and posted. Interview process begins for staffing positions.
May 2019	Family Event	Each program site will present a family event prior to the end of the school year.
May 2019	1 st Quarterly Family Council Meeting	Quarterly Advisory Meeting
June 7th	Student Summer Positions Filled	Interview process complete and positions filled.
June 10th	Summer Sessions Start	5 days/week at 4 hours/day from 8AM until noon. Science/STEM/Gardening/Mentoring @ PSOE & Felege Hiywot. Young Farmers Program begins w/12 staff and 30 students from Grades 6-8.
TBA	USDOE Summer Institute	USDOE Training for Program Administration
July 26th	Summer session ends	Final exams occur and exit interviews provided to independent evaluator.
August 5th	21 st CCLC Staff PD Week	Pre-service school training for 21 st CCLC training by Program Director and Site Director.
August 12th	2 nd Advisory Board Meeting	Discuss Progress on Agenda Items and Goals
August 12th	2 nd Quarterly Family Council Meeting	Discuss Progress on Agenda Items and Goals
<u>Fall 2019</u>		
TBA	Fall IDOE Orientation and Training in Indianapolis	IDOE Training Session for Program Administration

21st CCLC Application: 9955 Mays Community Academy

September 2019	3 rd 10 week after-school session begins	2.5 Hours day M-Th, 2 Hours on Friday
September 9th	Initial Benchmark Testing Starts	Benchmark testing begins on ACUIY Predictive A for entire 3-8th grade population.
September 2nd	Young Farmers Year Round Program Begins	PSOE/Felege Hiywot Young Farmers Program for weekends and breaks begins
September 16th	Targeted students recruited and registered	Recruitment, notification, and registration efforts begin for 135 high-risk and at-risk for PSOE and YMCA extended day programs.
September 23rd	After-school Programs begin	After school tutoring program and home visit, parent engagement process.
October 7th	Initial independent evaluator walkthrough	Initial observation and program evaluation by Research and Evaluation Resources.
November 2019	Family Event	Each program site will present a family event prior to the end of the school year.
November 11th	3 rd Advisory Board Meeting	Discuss Progress Toward Agenda Items and Program Goals
November 2019	3 rd 10 week after-school session begins	Progress reported to day-learning staff and evaluator.
November 11th	3 rd Quarterly Family Advisory Council Meeting	Discuss Progress Toward Agenda Items and Council Goals
November 25th	ACUIY Predictive B Test	1 st Benchmark test of the year begins for grades 3-8
November 2019	3 rd 10 week after-school session ends	2.5 Hours day M-Th, 2 Hours on Friday
November 2019	4 th 5 week after-school session starts	2.5 Hours day M-Th, 2 Hours on Friday
<u>Spring 2020</u>		
TBA	IDOE Spring Training and Conference in Indianapolis	Program Admin attend IDOE 21 st CCLC Conference.
February 17th	End of ACUIY Predictive C	Final benchmark assessment to measure growth
April 2020	4 th Advisory Board Meeting	Review Feedback and 2018 Progress, Establish Goals for 2019
April 2020	4 th Quarterly Family Council Meeting	Review Feedback and 2018 Progress, Establish Goals for 2019
May 4th	End of Felege Hiywot Young Farmers Year-Round Program	Collect final data on program
May 15th	End of ISTEP+	Final benchmark assessment to validate growth
May 15th	End of year data collection and evaluation begins	Independent evaluation, cumulative observations and surveys, ACUIY and ISTEP+ data aggregation and disaggregation
<u>Program End Date</u>		
Note: A minimum of 130 days are required for a 21 st CCLC program. June 8th	Prepare for all required IDOE reporting	Process data and longitudinal feedback as needed by IDOE

21st Century Community Learning Centers Budget Summary

Federal Agency: U.S. Department of Education		Pass-Through Entity: Indiana Department of Education	
CFDA: 84.287	Federal Award I.D. #: S287C150014	Fiscal Year of Award: XXX	
Project Year: 2018 Cohort: 9 Year: 1			
Applicant Name	Mays Community Academy		
Applicant Federal ID Number	47-3449974		
Grantee DUNS#	07-986-9107		

Budget Categories	Project Year 2018 (PRORATED)
Personnel	\$82,230.00
Fringe Benefits	\$0.00
Travel	\$6,420.00
Transportation	\$41,430.00
Equipment	\$1,200.00
Supplies	\$12,470.00
Contractual	\$6,500.00
Professional Development	\$1,500.00
Other	\$0.00
Total Direct Costs	\$151,750.00
Indirect Costs (**if utilizing, please fill out the box below)	\$0.00
Contractual (not included in Indirect Costs)	\$0.00
Total	\$151,750.00

Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.

If applicable to your grant -

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance?

_____ Yes X No

(2) If yes, please provide the following information:

School Year Period Covered by the Indirect Cost Rate Agreement: From: XXX To: XXX

Approved rate _____%

4-YEAR BUDGET DETAILS

INDIANA DEPARTMENT OF EDUCATION					
Budget Information					
<i>21st Century Community Learning Centers Program</i>					
Name of Organization: Mays Community Academy: Consortium					
Amount Requested: Yr. 1: <u>\$151,750</u> Yr. 2: <u>\$300,000</u> Yr. 3: <u>\$285,000</u> Yr. 4: <u>\$263,000</u>					
Total: <u>\$1,000,000.00</u>					
BUDGET SUMMARY					
Budget Categories:	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	\$82,230.00	\$164,460.00	\$149,460.00	\$134,460.00	\$530,610.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel*	\$6,420.00	\$12,840.00	\$12,840.00	\$12,840.00	\$44,940.00
4. Transportation Costs for Students	\$41,430.00	\$82,860.00	\$82,860.00	\$82,860.00	\$290,010.00
5. Equipment	\$1,200	\$2,400	\$2,400	\$2,400	\$8,400.00
6. Supplies	\$12,470.00	\$24,940.00	\$24,940.00	\$18,190.00	\$80,540.00
7. Contractual	\$6,500.00	\$11,000.00	\$11,000.00	\$11,000.00	\$39,500.00
8. Other	0				0
9. Total Direct Costs (Add lines 1-8)	\$150,250.00	\$298,500.00	\$283,500.00	\$261,750.00	\$994,000.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Professional Development Training	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$6,000.00
12. Total Costs (Add lines 9-11)	\$151,750.00	\$300,000.00	\$285,000.00	\$263,250.00	\$1,000,000.00

*1st year prorated cost at 50%

21st CCLC Application: 9955 Mays Community Academy

Form 8 - Attachment H
Equitable Participation – Private Schools

There are no non-public schools in the vicinity of the applicant school (MCA)
with a student population eligibly aged to participate.

Form 9 – Assurances-Attachment I

**21st Century Community Learning Centers
Program 2018 - 2022 Sub-grant Application**

ASSURANCES


The following assurances will remain in effect for the duration of the Subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

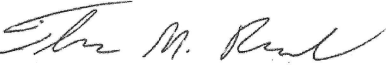
- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Indiana State Board of Education and the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will have proper transportation for its participants;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the students attend and other community partners;
- The subgrant program will utilize a researched based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts with in school priorities including Indiana Academic Standards;
- The subgrant program will primarily target students who attend schools eligible for Title I school wide programs and their families; or students who attend non-Title I schools that are high poverty schools;
- The funds under the subgrant program will be used to supplement the level of State, local and other non- federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State or local or non-Federal funds;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Part 76-State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.

- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) or an equivalent nationally-recognized assessment annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including growth model data from the Learning Connection website;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- All partners will review and comply with the above assurances.
- The subgrant program certifies that it is currently registered in the System of Award Management (SAM <https://www.sam.gov>) database.
 - The LEA has expended \$750,000 in federal funds between July 01, 2016 and June 30, 2017. Yes ☐ No ☒
 - If yes, the LEA has received a single audit or program specific audit (2 CFR 200.501). Yes ☐ No ☒

Note: The applicant will sign below and submit both pages of the Assurances.

LEA or Organization Name: Mays Community Academy

	Krissi Williams	7/27/2018
Authorized Signature	Type name	Date

	Tommy Reddicks	7/27/2018
Authorized Signature	Type name	Date

PROJECT NARRATIVE

I. PROJECT ABSTRACT

Mays Community Academy (MCA) in Mays, IN is a Ball State authorized public charter school. Based on a poverty rate of 73%, it has been identified as a high-poverty school. The school serves 181 students in Rush County (a prioritized county for this round of applicants). MCA, as defined by ESSA Section 1111(d) enrolls a disproportionately high number of students who may be “at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families.”

MCA will work with two partners to develop rural-urban connectivity, creating partnerships for additional rural student participation throughout the year. The first partner is Paramount Brookside (PBR). PBR is an Indianapolis-based Mayor’s Office of Education Innovation (OEI) authorized public charter school. Based on PBR’s high poverty rate (86% FRL), it has been identified as a high poverty whole-school Title I program. The school serves 762 students on the Near Eastside of Indianapolis, IN. PBR, like MCA, also enrolls a disproportionate student population that meets the ESSA Section 1111(d) at-risk population description. The second partner is Felege Hiywot Community Center (FHC), a non-profit organization that provides year-round camp experiences for youth when school is out of session. FHC is in the Martindale-Brightwood neighborhood of Indianapolis, an area with a poverty rate three times higher than the city average.

MCA’s current academic day runs from 8:15 AM to 3:30 PM. The grant proposal contained herein proposes a comprehensive lengthening of the academic day for students in grades K-8 identified as needing extra academic supports. This application will outline an

extended day program, summer programming, weekend and break programming, and an advisory board. This 21st CCLC grant award would allow for an afterschool program for 30 weeks during the academic year to allow for additional literacy, science, and STEM programming.

Based on the use of MCA's 180-day academic calendar, this proposal will allow for 180 additional hours of education for a population of at-risk and high-risk students. As a program partner with MCA, PBR will closely mirror the extended day program. PBR will also incorporate extended learning through a 30-week, extended day program providing an additional 300 hours of programming for literacy, science, and STEM. Additionally, the nearby FHC will provide an additional 160 hours of summer, weekend, and fall/spring break programming, made accessible to both schools through transportation funding in this application. Finally, an advisory board, including students receiving services via the 21st CCLC grant, will be established to provide strategic programmatic support.

Outcomes will include improved student behavior through engagement as evidenced by increased school attendance, improved student achievement, and increased family engagement. The Executive Director of PBR will oversee the rollout of the fidelity of the total program and the site principals at each school will act as site coordinators to manage local program operations. The Executive Director of FHC will serve as the site coordinator for the community center program. All sites will utilize professional development opportunities offered by the IDOE. Performance measures will be monitored and documented by Mary Jo Rattermann, an independent evaluator, from Research and Evaluation Resources.

II. COMPETITIVE PRIORITY

A. Required Descriptions

MCA has not received previous 21st CCLC funding, is identified as rural and low income and serves prekindergarten students. Both MCA and PBR receive Title I funds. The collaboration between the applicant and two participating partners is an outgrowth of previous program associations and similar poverty, special education needs and commitment to STEM programming.

B. Organization Priority Points

In addition to serving a population comprised of 73% and 86% respectively (of students qualifying for free and reduced lunch), MCA and PBR meet *criteria number 8*, as outlined by the RFP, for the five additional competitive organization priority points available in this section. Per *criteria number 8*, the applicants will establish an advisory board that is comprised of individuals playing a direct role in the 21st CCLC services and programming. This board will include, but is not limited to: 1) Program Director and/or Site Coordinators, 2) 1 teacher from each school, 3) 1 representative of Felege Hiywot, 4) 2 MCA & PBR students receiving 21st CCLC services, 5) 2 MCA and PBR parents or family members, 6) 1 community partner from each region and 7) 1 business representative from each region.

Rather than waiting for an annual evaluation report to get feedback on program goals, an advisory board that includes stakeholders will be a next best step to providing more timely feedback and problem solving. The purpose of the advisory board will be to provide strategic support and resources for renewal applications, programming, community engagement, sustainability, improvement of services provided, and to strengthen connections between in and out of school programming.

This application also meets *criteria numbers 1, 2, 7 and 8* (where only one criteria is required) as outlined by the RFP, for the five additional competitive organization priority points

available in this section. MCA has not received 21st CCLC funding before, is identified as rural and low income, has 95% (of MCA and PBR staff) CPR certified, and will include (all sites) at least one youth member for the advisory board.

C. Programming Priority Points

In addition to serving a population comprised of 73% and 86% (of students qualifying for free and reduced lunch), the applicant has chosen *programming focus number 1*: STEM (Science, Technology, Engineering and Math).

For the five additional competitive programming preference points available in this section, this application focuses on a combined approach to STEM, environmental education, and robotics. All of the project partners have purposed programing in excess of 3 hours a week for the four-year grant duration and with professional development plans that incorporate content and IAN standards. Each school site will mirror a science and robotics program, combining their school's robotics teams by utilizing videoconferencing and team-sharing for local and state competitions. This blended approach will unite rural and urban students through science in afterschool programming. As the initial focus, KidzScience kits (IDOE approved standards-based curriculum) will be funded in parallel for all three locations so science experiments are enhanced by leveraging multiple locations, while the curricular tools remain consistent from site to site. These science efforts will culminate into real-world experiences by leveraging the PBR urban farm and the FHC gardens, where hands-on discovery and standards-based environmental science will add lifelong value to student experience during summer breaks, fall and spring breaks, extended days, and weekends.

Next, Vex IQ robotics kits (and all necessary accessory components) will be provided to both school sites so that robotics programs can run in parallel. Each site will have a single

robotics coordinator to make sure that both schools have a direct line of communication, which through videoconferencing, will make robotics teams, their practices, and their projects a united, innovative collaboration. The robotics efforts will culminate into real-world experiences through local, state, and world tournaments, where students from both schools will come together as one team to compete in design, programming, driving, and STEM challenges.

III. NEED FOR PROJECT

A. Data Evidence Demonstrating Need

MCA is located in Rush County, Indiana. While Rush county has a 13.9% poverty rate, the school's attendees are at an alarming 73% poverty. Rush County has a disability population (those under 65 with a disability) of 10.4%, yet MCA's special education population is over 40%. This grant, and the rich partnerships offered, will increase access to support and growth for a needy population. PBR has a 19% special education population and an 83% poverty rate. The area FHC serves has a poverty rate three times higher than the city average and a 23% local disability rate. Crime statistics for PBR and FHC zip codes are three times higher than national and state averages.

Attendance at MCA has been on a decline (96.0% in 15-16 to 94.3% in 16-17). PBR's attendance has grown since its inception in 2010-11 (91.5%), but has also been on the decline since 2014-15 (96.2% in 14-15, 95.9% in 15-16 and 95.7% in 16-17). This shows a need for increased family engagement and overall increased positive behaviors and attitudes in both schools. Participation at FHC programs has remained constant, which will yield positive outcomes in this area through the partnership.

Academically, MCA has been rated a "B School" by the IDOE due to academic growth. PBR has been rated an "A School". PBR has seen an increase in academic achievement each

year (65.5% combined pass rate in 14-15, 73% in 15-16, and 81.4% in 16-17). This level of achievement and impact from all partners with students and families living with disabilities, living at-risk, or living in poverty is achieved through funded partnerships with targeted outcomes, such as the program outlined in this 21st CCLC grant proposal.

B. Demonstrate Expanded Out-of-School Time Programming

MCA, PBR, FHC	Current Programs (NOT Supported by 21st CCLC grant that will continue)	Expansion/enhancement programs: 21st CCLC grant
<ul style="list-style-type: none"> • PK-7 MCA • K-8 PBR • K-8 FHC 	<ul style="list-style-type: none"> • Before & After Care <ul style="list-style-type: none"> ○ 20 students each 6:15AM and 6:00 PM. • Theater/Choir <ul style="list-style-type: none"> ○ 25 students every Friday/ 45 minutes • Student Sports <ul style="list-style-type: none"> ○ 55 students yearly Sports & times vary 	<ul style="list-style-type: none"> • After-School Programming. <ul style="list-style-type: none"> ○ 135 students, K-8 every afternoon for 2.5 hours at each school for literacy (myOn), science (KidzScience), & robotics; duration: 150-180 days. • Included in extended day programming: Robotics <ul style="list-style-type: none"> ▪ 45 middle school students, 30 elementary students, each afternoon in the program for 30 minutes; duration: 150-180 days. • Summer & Breaks (FHC & PBR farms) for a minimum 4 hours per day <ul style="list-style-type: none"> ○ 45 additional middle school students for a minimum of 45 days annually to study STEM related to environmental science and gardening.

C. Describe Process for Assessing Needs/Services

All community partners, new and existing, have been interviewed annually as part of past grant projects and comprehensive needs assessment work for Title funding. These site evaluation efforts happened via surveys and interviews. Participants were specifically asked questions related to the quality of services provided from 2014 to present, as well as recommendations for enhancing and growing an extended day program. Participants for these activities included students, families, YMCA, FHC staff and participants, PBR teachers, and MCA administrators.

IV. PARTNERSHIPS/COLLABORATIONS

A. Collaboration with Other Agencies

Currently, PBR and MCA receive Title I funding to support literacy efforts currently taking place in the classroom. Other funding sources have been used to work with partner

organizations to enhance and expand the programs and services students receive. Those partners currently include the YMCA, Felege Hiywot Community Center, and Research and Evaluation Resources. But, the collaboration in the application sets itself apart from others by allowing science to bridge a rural location with urban resources. A united effort led by a rural school to partner with an urban school and culminate at a community center is groundbreaking and speaks to the authenticity and creativity in this proposal. This collaboration with multiple agencies also brings together students who would otherwise never have the chance to interact and learn from one another.

The school director at MCA, the executive director at Paramount Schools of Excellence, and the school principal at PBR have worked as colleagues in the past. Additionally, PBR and FHC have worked as partners in after school collaborations since 2011. This hybrid of rural and urban interaction is based off of the Boston Food Project model, a program in which both PBR and FHC have visited and received training. It is a noteworthy national model and this opportunity could bring similar attention to Indiana.

The addition of Felege Hiywot Community Center (FHC) will add a comprehensive and tangible level of services for students during the summer, weekends, intersessions, extended day field trips, and over breaks. Felege Hiywot Community Center provides employees and programming during these time periods. All participating organizations will share oversight in the process. A copy of the FHC MOU has been provided in the appendix.

All applicants will partner with Research and Evaluation Resources for evaluation. As a mayor's office recommended site evaluator, PBR has worked with Research and Evaluation Resources for more than 8 years in a variety of capacities, including site evaluations for grants. The 2019 21st CCLC site evaluations will be led by Research and Evaluation Resources' Dr.

Mary Jo Rattermann for the duration of the granting period and a copy of their MOU has been provided in the appendix.

In addition to partnerships with MOUs in place, PBR and FHC have worked with the Marion County Commission on Youth (MCCOY) and the Purdue University Extension (PU) specifically on summer STEM programming. These two partners have been critical to ensuring that summer programming is high quality and continually improving. MCCOY and PU's feedback, involvement, and support will continue if 2018 funding is awarded.

B. Process Used to Identify Partners

MCA conducted a review of community assets and partnerships and reached out to two partners for collaboration. Understanding that extended programming was essential to additional student opportunity, MCA recognized Paramount Brookside for their outstanding STEM, urban farming (environmental science) and robotics programs (reaching the world finals for four consecutive years). These accomplishments helped to initiate a connection between the two schools. Once vetted, both entities wanted additional opportunities during summer, school breaks and intersessions. Those conversations have led to the formation of this proposal between two schools and FHC, a community center focused on engaging youth through environmental science.

With all of the recent attention given to PBR's urban farming initiatives, *Green School, Tough Neighborhood* (Nuvo, 2015), the Felege Hiywot Community Center naturally emerged as a connection based on two organizations with similar missions and visions. After meetings between the center and PBR, as well as running a 2013-2018 pilot version of the Boston Food Project, this partnership will allow Mays Community Academy to expand a short window of student opportunity to a vast landscape of possibility spanning beyond their rural borders.

The partnership with Research and Evaluation Resources has been a long-standing relationship that was recommended to PBR and the Indianapolis Mayor's Office of Education Innovation. Dr. Rattermann will provide invaluable feedback to the application sites, allowing for a noted impact on the overall program's ability to grow and enhance services throughout the life of the grant.

The attached Form E and MOUs detail the partner expectations and the role of the evaluator.

V. PROGRAM DESIGN AND IMPLEMENTATION

This 2018 21st CCLC grant program has been designed to meet the objectives of the federal 21st CCLC program. Specifically, all participants will show increased academic achievement, improved behavioral outcomes as evidenced by increases in attendance (outlined in measurable objectives in "section A" below: Objective 1), and increased family engagement. These outcomes will be achieved by providing high quality services with extended hours in core academic areas, enrichment opportunities, leading to higher engagement and increased school attendance (Objective 2). Additionally, all partners sites currently meet the federal definition of serving a *high need community* (Objective 3).

As a collaborative program, the implementation will focus on STEM and literacy, allowing rural students to partner with urban students in robotics, environmental science, and literacy. Additionally, students in Rush County will have the opportunity to travel to Indianapolis to work in tandem with urban students in an urban farm and STEM setting. Both school sites will incorporate literacy work through myOn Reader to round out the after-school programming. All sites will utilize Felege Hiywot Center for additional programming outside of the school schedule.

Based on the MCA and PBR high poverty rates (73% and 86% FRL), the sites have been identified as high poverty programs. The schools serve 181 and 762 students respectively in Rush County, IN, and on the Near Eastside of Indianapolis, IN. As defined by ESSA Section 1111(d) MCA and PBR enroll disproportionately high numbers of students who may be “*at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families.*” Despite increasing crime, consistent poverty, and high mobility, both MCA and PBR have seen an increase of enrollment (greater than 10%) from areas with high rates of crime and poverty each year since their inception.

A. Goals, Objectives, Performance Measures, Activities, and Assessment

Part 1: Continue the After-School Program for At-Risk and High-Risk Students

Program Part 1 Goals	Objectives	Activities/ Timelines	Performance Measures	Assessment Strategies
1) Increase Academic Achievement 1.a) Utilize STEM learning to improve scientific achievement 2) Improve Student Attendance 3) Develop increased engagement with school families.	1) Increase achievement in reading for at-risk and high-risk students as measured by annual NWEA (or equivalent) benchmarks 1a) Increase achievement in science for at-risk and high-risk students as measured by annual NWEA (or equivalent) benchmarks 2) Increasing school attendance through engagement in standards-based reading and hands-on STEM programming for at-	1, 2, 3) Year 1: Jan. – May 2019, and June- May in 2019, 2020, and 2021. 150-180 after-school program running 12 hours/week that include: 1.1) 45 min/day: Ability-grouped <i>MyOn</i> E/LA Program 1.a) 20min/day: Ability grouped <i>KidzScience</i> program 1.a.2) 45 min. day: Grade level approved Vex STEM Robotics programs	1.1 Spring proficiency rates on the English/Language Arts portion of NWEA C (or equivalent) will increase from fall proficiency rates by more than 3% in year 1 of the program. 1.a) 50% of 21 st CCLC regular participants will score at or above the median passing benchmark on the science portion of their state approved benchmark examination (NWEA or other comparable) by spring 2019 (with a 5% annual performance increase). 2.1) Elementary students who attend the program at least 60 days or more during the school year during year and show longitudinal in-school attendance improvement.	1.1) NWEA (or similar) scores for E/LA grades K-8 and ILearn for E/LA grades 3-8. 1.1) ILEARN+ state testing results for grades 3-8. 1.1) mClass results for grades K-2 1.a) NWEA (or similar) for grades K-8 and ILEARN+ for Science in grades 3-8.

	<p>risk and high-risk students.</p> <p>2a) Increasing school retention through engagement in standards-based reading and hands-on STEM programming for at-risk and high-risk students.</p> <p>3) Create additional authentic opportunities for school families to engage with the school and engage with their children through the school.</p> <p>3a) Increase parent attendance through engagement in authentic opportunities.</p>	<p>2.1) 40 min. Homework and activity support to build aptitude and completion rates for school work, improving student resilience/attitudes for attendance.</p> <p>2a) Summer session time with FHC and Robotics will increase student retention over breaks and summer.</p> <p>3) Three whole-school, 2-hr parent nights focused on student supports through reading, science, and STEM.</p>	<p>2.1.a) 6-8 students attending the program at least 30 days or more during the school year during year will show longitudinal in-school attendance improvement.</p> <p>2.2) Student retention will increase by $\geq 1\%$ annually.</p> <p>3) Parent survey data showing satisfaction of a 3 or higher pertaining to quality and usefulness of opportunities to engage with the school and their children through the school.</p> <p>3.2) 50% parent attendance in the whole-school events by program participants in year 1, with a 10% annual gain thereafter.</p>	<p>2) In-school and extended day school Attendance Records & EZReports</p> <p>2.1) In-school and extended day school Attendance Records & EZ Reports</p> <p>2.2) Annual student retention rates.</p> <p>3) Parent survey data 3.2) Parent attendance</p>
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Part 1: After-School Learning Program: Research Base

In 2004, Kuss Middle School became the first school declared “Chronically Underperforming” by the state of Massachusetts. But by 2010, Kuss had transformed itself into a model for schools around the country seeking a comprehensive turnaround strategy. Kuss is using increased learning time as the primary catalyst to accelerate learning, deepen student engagement, and improve instruction, and has become a rare example of a school on the path to successful turnaround. The ongoing research referenced below suggests that extended academic time matters. A number of non-profit organizations, including Massachusetts 2020, the Global Family Research Project (formerly the Harvard Family Research Project) and the National Institute on Out-of-School Time, have clearinghouses of research, best practices and model

programs for extended academic time. Prominent research utilized to support this extended time proposal is as follows:

1. The National Center on Time & Learning (NCTL) & Massachusetts 2020. *“Kuss Middle School: Expanding Time to Accelerate School Improvement.”*
2. Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a Matter of Time? Retrieved January 6, 2014, from www.WestEd.org: www.wested.org/online_pubs/timeandlearning/TAL_PV.html
3. Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. *Child Development*, 69 (2), 495-517.
4. Merseth, K., et al, (2009). Inside Urban Charter Schools: Promising Practices and Strategies in Five High- performing Schools. Cambridge, MA: Harvard Education Press. <http://www.hepg.org/hepg/book/94/InsideUrbanCharterSchools>.

Part 2: Improving school attendance through afterschool engagement: Research Base

All applicant partners believe that poor school attendance can lead to academic failure. We also believe that students who struggle academically can lose touch with their school and choose to disengage if they can't see a pathway for success. As a result, academic failure becomes closely linked to low self-image and behavioral issues in school. Research in this field demonstrates that great afterschool programming has the ability to improve student behavior and academic performance and can significantly improve school-based attendance.

In an article published by Attendance Works called, *Making the Case: How Good Afterschool Programs Improve School-day Attendance*, six key indicators were noted for levers in school attendance through extended programming. They are:

- Providing socialization and peer attention in a supervised venue.
- Re-establishing the link between effort and results - first in a non-school activity.
- Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life.
- Providing consistent contact with caring, stable adults.
- Increasing the sense of belonging at school.

Attendance Works provides key research overviews related to attendance and extended programming. They are as listed below:

- AfterZone, an afterschool program in Providence, R.I., delivered many educational benefits including better attendance, according to a 2011 study by Public/Private Venture. Middle school students in the program had a 25 percent lower absence rate than their peers. What's more, the improvement in attendance increased with the amount of time in the program. (Kauh, Tina J., AfterZone: Outcomes for Youth Participating in Providence's After-School System, Public/Private Ventures, August 2011)
- A 2009 study of 322 7th and 8th grade students at Boys & Girls Club for 30 months found that those attending afterschool programs skipped school fewer times, increased school effort and gained academic confidence. The first two indicators increased with the number of days attending afterschool programs. The Public/Private Ventures study focused on 10 clubs across the country. (Arbreton, Amy et al, Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens, May 2009)
- Middle-school students attending the Citizen Schools afterschool program in Boston attended school 11 more days than their peers who did not participate, according to a 2009 study. They also were more likely to attend high school regularly, even though the

program stopped in middle school. For example, in the 11th grade, participants attended school 13 more days than their peers. (Vile, J.D., Arcaira, E. & Reisner, E.R. Progress toward high school graduation: Citizen Schools' youth outcomes in Boston. Washington, D.C.: Policy Studies Associates, Inc., 2009)

- The California Afterschool Learning and Safe Neighborhoods Partnerships Program found that regular school-day attendance improved for students participating in its afterschool programs. Students who had previously missed 5 percent of the school year attended an extra 5.6 days. Those absent 10 percent of the year came another 11 days, according to the 2002 evaluation. (Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001; Department of Education, University of California at Irvine with the Healthy Start and After School Partnerships Office, California Department of Education, Feb. 2002)

Part 3: Increase family engagement in the school-year and during additional intersession, summer, weekend, and school breaks programming

Program Part 3 Goals	Objectives	Activities/Timelines	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1 Increased achievement in Science/STEM/Reading for at-risk and high-risk students as measured by annual norm-referenced testing benchmarks	Summer Breaks: June-August 2019, 2020, and 2021. Fall Break/Winter Break/Spring Breaks Year 1 Jan. –May 2019, then June-May for 2020, 2021, and 2022 or 2-week breaks, holidays, and 8-week summer programming open to all grades that include the following options:	1.1) 50% of 21 st CCLC regular participants will score at or above the median passing benchmark on the science portion of NWEA or equivalent norm referenced spring test by spring of each program year.	1.1 The science portion of NWEA or equivalent norm referenced spring test
2) Improve future school attendance	1.2 Increase aptitude in real-world robotics, gardening, landscaping, and sustainability 2.1 Increasing school attendance and engagement for at-risk and high-risk students	1.1, 2.2) 1 hours/day: Ability-grouped <i>KidzScience</i> curriculum. 1 Hour/day	1.2) 50% of 21 st CCLC regular participants will score at or above the median passing benchmark on the science portion of NWEA or	1.1 The state ILEARN and IREAD assessments will be used as a secondary measure to assess academic achievement for grades 3-8. mClass will be used as a secondary measure for assessing achievement in grades K-2.
3) Increase	2.2 Increase student retention rates			1.2 ILEARN+ Science scores

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family engagement	3) School breaks and intersession times will allow for family involvement at FHC and PBR farms and MCA/PBR robotics programs.	1.2, 2.2 and 3) 1-4 hours/day: Outdoor STEM extensions from <i>KidzScience</i> and FHC/PBR staff in gardening, earth, and environmental science (families welcome). 1.3, 2.2) 1-2 hours/day in robotics tutoring. 2.1) Jan. – May 2019 then June-May 2019, 2020, and 2021. 8-week summer session open to grades 6, 7, and 8 running 4-hours each day that include both 1.1 and 1.2 above	equivalent norm referenced spring test of ILEARN+ by spring each program year. 2.1) Increasing school attendance (equal or greater than 2%) and engagement for at-risk and high-risk students from the school's state reported attendance by spring of each program year. 2.2) Student retention will increase by ≥1% annually 3) Family attendance at tri-annual parent nights will increase due to program exposure by 5% annually.	2.a.1 Non-educational programming attendance logs. 2.a.2 Yearly state reported attendance. 2.a.3, 2.2 Student interview feedback collection from independent evaluator for annual longitudinal reporting. 2.2) Annual student retention rates. 3) Family engagement during breaks and intersessions will be recorded for each school and cross-referenced with whole-school engagement nights for increases in participation.
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The 21st CCLC program proposal by the applicant for the 2018 grant is designed to improve family engagement through participation in program components. During the school year, parents are celebrated through a tri-annual family engagement night where all curricular components (*myOn Reader*, *KidzScience*, and *Vex Robotics*) will be demonstrated and taught in a way that allows for continued support of the program beyond the school walls. Additionally, intersession and summer breaks allow for family excursions from MCA to participate in the urban farming practices at FHC and PBR. Research is clear that family involvement in afterschool programming leads to gains in academic achievement and student engagement. Key research in this field is outlined below by The Expanded Learning & Afterschool Project.

- *A study of youth participation in over 600 summer and afterschool programs run by New York City’s Department of Youth and Community Development showed that programs with a paid or volunteer parent liaison had higher levels of youth attendance and retention, especially for high school and community-based programs. Furthermore, the intensity of communication with families—such as holding meetings, sending materials home, and having phone conversations—was also positively associated with youth attendance rates (Pearson, Russell, & Reisner, 2007; Russell, Mielke, & Reisner, 2008).*
- *A recent study of afterschool participation among older youth in almost 200 programs across six cities found that programs that retained at least 50% of their middle- and high-school-age participants for at least 12 months appeared to use a greater variety of parent engagement techniques than programs with lower sustained participation rates (Deschenes et al., 2010).*
- *Evaluations of Texas programs funded by the 21st Century Community Learning Centers initiative note that students who had at least one adult family member participating with them in center activities were involved in more activities than students with no family members participating. Further, the data show that once they do participate, adult family members return to participate again at a very high rate (Texas Education Agency, 2007).*

B. Evidence of Previous Success

Successful student recruitment and retention efforts

In addition to a long-term after care partnership with YMCA (described later in “Successful attainment of academic outcomes”), PBR has operated two prior programs through community partnership that help illustrate the school’s ability to recruit and maintain programming. In 2011, PBR was awarded a KIB Kid’s Club Grant. This was a three-year grant

that initiated the formation of an out of school kids club focused on green practices and gardening. Over the course of three years, 50 students met weekly in spring and fall to maintain the 5.1-acre school site utilizing STEM practices to connect to state academic standards. PBR also piloted the STEAM program as a STEM summer initiative in 2013. This program piloted 12 students through its inaugural 8 weeks, setting up the enthusiasm and recruitment for the proposed 8-week, 24-student summer program.

For student recruitment for non-school day programs, MCA, PBR, and FHC will employ a variety of tools, including yard signs, newsletters, emails, social media, neighborhood flyers, and informational booths at site-related events.

All participants have shown evidence of prior success as mandated in this grant application. Most notably, Mays Community Academy recently earned the distinction of a “B School” by the Indiana Department of Education after only its second year of operation. Additionally, MCA Pre-K programming has also reached level 3 Paths to Quality after only two years of existence. As a relatively young school, other academic performance data is only two years old, but is listed below.

Year	Total Students	Student Daily Attendance Rate
2015-2016	115	96.0%
2016-2017	180	94.3%
2017-2018	181	<i>Not yet publicly released</i>

The following data represents Paramount Brookside:

Year	Total Students	Student Daily Attendance Rate
2014-2015	616	96.2%
2015-2016	653	95.9%
2016-2017	719	95.7%
2017-2018	744	<i>Not yet publicly released</i>

Per 21st CCLC recruitment guidelines for schools that have received funding in a previous cycle, the following charts show PBR's recruitment and retention efforts of 2014-2015, 2015-2016, 2016-2017 specifically for their individual participation in Cohort 8's 21st CCLC program.

Student Grade Count Summary				
	2015	2016	2017	2018
3 rd grade	18%	12%	12%	19%
4 th grade	18%	14%	18%	18%
5 th grade	16%	18%	20%	18%
6 th grade	15%	17%	18%	16%
7 th grade	21%	20%	15%	17%
8 th Grade	12%	19%	18%	12%

Qualification for Free & Reduced Lunch Rate Student Count Summary			
	2015	2016	2017
Yes/Qualified FRL	99%	99%	97%
No/Does Not Qualify FRL	1%	1%	3%

Successful attainment of academic outcomes

Mays Community Academy

In 2015-16, Mays Community Academy's first year as a school, 50.9% of students passed English/language arts and 51.8% of children passed mathematics (3rd-8th graders were tested). In 2016-2017, while math scores dipped slightly (-6%), 57.9% of PBR students passed the ELA portion of ISTEP+, marking a 7% gain and earning the school high growth in ELA. In IREAD in 2015-16, 87.5% of MCA students passed the 3rd grade reading test. In 2016-17, that rose to 94.7%, besting the state average by 5.2%. Although scores are still embargoed at the time of this application, IREAD results for MCA in 2017-18 saw no students needing to be retested to achieve a passing score.

Year	Pass Rate ISTEP+ ELA	Pass Rate ISTEP+ Math	Pass Rate IREAD
2015-2016	50.9%	51.8%	87.5%
2016-2017	45.3%	57.9%	94.7%
2017-2018	<i>Not yet publicly released</i>	<i>Not yet publicly released</i>	<i>Not yet publicly released</i>

Paramount Brookside

Because of a longer history as a school, there is significantly more data for PBR. In 2010-11, Paramount Brookside's first year as a school, 57% of their students passed English/language arts and 54% of children passed mathematics (3rd-8th graders were tested). Since this time, PBR has shown consistent and sustainable rates of growth. In 2014-2015, 65.5% of PBR students passed both the math and ELA portions of ISTEP+. In 2015-16, 73% of PBR students passed both sections and in 2016-2017 81.4% of PBR students passed both sections. This means that since opening their doors in August of 2010, PBR has seen more than a 24% jump in students passing both math and ELA ISTEP+.

PBR's IREAD scores are consistently above the state average and in the 90% range. In 2011-2012, the first administration of IREAD, PBR students passed at an 87.4%. In 2014-2015 PBR had a 94.4% pass rate on IREAD, followed by a 94.2% pass rate in 2015-2016. In 2016-2017 PBR 3rd graders passed the IREAD tests at a 92.2% pass rate when the state average was 89%.

ISTEP + English/Language Arts Pass Rate			
	2015	2016	2017
3 rd grade	84.7%	77%	88.3%
4 th grade	77%	86%	81%
5 th grade	61%	78.9%	82%
6 th grade	75.5%	75.9%	93%
7 th grade	80%	85%	96.7%
8 th grade	63.9%	83.8%	88%

ISTEP + Mathematics Pass Rate			
	2015	2016	2017
3 rd grade	73.6%	79.7%	84%
4 th grade	79.7%	75%	86%
5 th grade	79.7%	91.5%	93%
6 th grade	71.7%	89.7%	85%
7 th grade	82%	77%	93%
8 th grade	66.7%	97%	85.7%

Year	Pass Rate IREAD
2014-2015	94.4%
2015-2016	94.2%
2016-2017	92.2%
2017-2018	<i>Not yet publicly released</i>

Given that PBR received a 2014 21st CCLC grant, for the purposes of their partnership with Mays in this proposal, additional academic and attendance indicators specific to students served by the 21st CCLC programs and services have been provided. Attendance had been one area of dramatic growth for PBR's students served by the prior 21st CCLC grant. In 2014-2015 there was 51% attendance across all programs and services, in 2015-2016 there was an 82% attendance rate across all programs, and in 2016-2017 PBR finally reached its attendance target of 100% attendance across all 21st CCLC programs and services.

In addition to ISTEP+ and IREAD data, PBR had also analyzed three years of data specifically related to the performance of students enrolled in their individually run 21st CCLC program. An analysis of student grades revealed that exactly 70% (84 out of 120 students) either improved their math grades or maintained a high level of academic performance (a "B" or better) from the fall semester to the spring semester. This data also revealed that the majority of students (51%) who improved their grades went up a full letter grade or more. These data suggest that the academic supports provided by the 21st CCLC program at PBR had a dramatic effect on students' ability to improve their math performance. The data lends strength to the

potential impact of adding PBR as a program partner for Mays Community Academy. Although improvement in student grades in the Language Arts was not a stated goal of the PBR 21st CCLC, an analysis of past data did reveal that 59% (71 out of 120) of students enrolled in the program either improved their grade from fall 2014 to spring 2015 or maintained a "B" or higher grade in the course. As with the math grades, many students (21%, or 25 out of 120) improved a full letter grade.

While students with disabilities that qualify for an IEP under IDEA are not specifically targeted as a focused population for the 21st CCLC grant award, it is the intent of the application that, if funded, the program will not exclude any student with a disability, handicapping condition, orientation, or designation. Still, it is important to note that PBR students with IEPs began showing marked successes by utilizing the prior 21st CCLC program in 2016-2017. 52% of students with IEPs enrolled in the program increased both their math and ELA ISTEP+ scores. This is a newly emerging trend that Mays Community Academy is extremely excited about and would like to spend more time examining for the 2018 granting cycle.

C. Design Requirements

1. Requirements of GEPA 427

All project partners are committed to equitable access for students and their families within the targeted population of the 21st CCLC grant. The GEPA Section 427 Statement is included as Appendix C. There are no non-public schools in the vicinity of the applicant school (MCA) with a student population eligibly aged to participate.

2. Targeted Students and Their Families

- a. *Title I Schools:* MCA is a targeted Title I program currently in the application process to become a schoolwide Title I program. PBR is a schoolwide Title I program.

- b. *Targeted Students:* Students in grades K-7 at MCA and K-8 at PBR identified as at-risk and high-risk based on each school's norm-referenced benchmark tests will be targeted for after-school and non-school day programming. The term "at-risk" is defined as 6% above or below state passing benchmarks. "High-risk" is defined as students performing lower than 6% below the state passing benchmark. The qualifications will factor with full inclusion of race, color, religion, native language, and special needs. Principals, teachers, translators, and school staff who have already established relationships with target students will explain the program to families in school meetings, school conferences, email, newsletter, and phone communication. All invitations to participate will be translated in English and Spanish and include translations for other languages as needed. Both schools are in compliance with section 1114 of Title I. All families are notified of school and student status through letters mailed home. Additionally, the schools and partners will help lead efforts to post program information via parent bulletins, handouts, social media, and email.
- c. *Non-Title I Schools:* MCA and PBR are Title I schools, and no other Title or Non-Title schools are applying in this application.
- d. *Community Data:* Per 2017 enrollment data, Mays Community Academy serves students from Decatur, Fayette, Franklin, Hancock, Henry, Rush, and Shelby counties. These locations are very rural and represent extreme challenges in both transportation and access to quality education. Per 2017 census data, 14% of residents in these counties have lived in their homes for less than one year, 12% do not currently have health insurance, and 14% live in poverty.

Per 2017 census data, Paramount Brookside and Felege Hiywot Community Center serve three primary Indiana zip codes: 46201, 46202, and 46218. These three zip codes represent the three highest percentages of poverty per capita in the state of Indiana. The 46201 area contain a population in 31.8% poverty, while 46202 has 32.73%, and 46218 has 31.87%. Crime statistics in the three aforementioned zip codes are three times higher than the national average, and three times higher than the Indiana average. Most notable in these differences is the amount of robbery, burglary, and theft. Despite increasing crime, consistent poverty, and high mobility (20%), PBR has seen an increase of enrollment from these areas since August 2010.

3. Dissemination of Information

Mays Community Academy and all program partners are committed to ensuring that the community it/they serve is well informed of the services and programs supported by 21st CCLC grant dollars. All partners will provide the following pieces of information via their website, at parent meetings, to families via newsletters, and paper handouts given to all current staff and students. Additionally, any community partners for the project (Felege Hiywot Community Center) will also share the information via their outlets. These communications will begin in the fall/winter of 2018, so families and community members have plenty of time to sign up for the 2019 winter/spring/summer programs. The advertisement and marketing efforts will include a description of each of the services being offered, the location of the services, and how to access the programs.

4. Communication with Schools

- a. Access of student records for the purpose of monitoring this program is the sole responsibility of each participating organization's administration as noted in the attached

MOU's. The administrative teams will consolidate program data for full analysis by the Program Director, Research and Evaluation Resources and 21st CCLC monitoring. MCA and PBR assure complete confidentiality per FERPA for all student records.

- b. Ongoing student progress will be monitored by school administration to ensure responsiveness to student data and correlation to regular school day instruction. Additionally, norm referenced benchmark data will be a critical measure for program success and will be tracked tri-annually by the administrative teams and shared with families and day school staff of participating students.
- c. The program site coordinators will ensure there is proper alignment and sharing of “in school” and “out of school time” efforts, so that student data continues to drive instruction for achievement and attendance outcomes from both settings.

5. Parental Involvement, Family Literacy, and Related Family Educational Attainment

Each site-based program, led and implemented by the site coordinators, will be directly aligned to KidzScience. Both school sites will add robotics and myOn reading. Because these programs are aligned to state standards and broken out by grade level, parents have the opportunity to become engaged in the educational process. In addition to the research-based curriculum, interviews, surveys, newsletters, and the school parent organizations (SCO) will be utilized for information dissemination and for parent training on involvement in the program. Additionally, each program site commits to the following parent engagement additions:

- In addition to the existing monthly parent meeting, each site will host 3 family events per year to highlight the site-based work in robotics, reading, and science at convenient times to accommodate the needs of working parents.

- Each site will leverage parent and student involvement for quarterly advisory board meetings.
- The annual program will provide budgeted professional development for program teaching staff on best practices that connect home and school

6. USDA Approved Snacks/Meals for 21st CCLC Participants

Mays Community Academy will provide (when necessary) snacks for after-school programming that meet USDA and IDOE guidelines utilizing the school's current food vendor. The YMCA, Paramount Brookside's before and after care provider will provide USDA and IDOE compliant healthy snacks for after-school daily nutritious snacks.

Aramark, Paramount's FSMC, will provide breakfast and lunches to students during summer session. Felege Hiywot Community Center has partnered with "Chef for Hire" to ensure the provision of USDA and IDOE approved snacks and lunches (when appropriate) for intersessions, summer, and other school breaks. Pending grant approval, the Program Director will begin preparations for food service in conjunction with the program's 21st CCLC schedule.

7. Weekly Schedule

	MCA: Extended Day	PBR: Extended Day	FHC: Summer/Intersession/Breaks
Student Hours	Hours Mon-Thurs.: 3:15-6:00PM 2 Hours Friday: 3:30 – 5:30PM	Hours Mon-Thurs.: 3:30-6:00PM 2 Hours Friday: 3:30 – 5:30PM	Flex hours depending on the break: Typical day is 8AM – 4PM, or half day from 8AM – 12PM.
Number of Days	150	150	Minimum 45
Number of Weeks	30	30	12
Number of Students	65	100	Minimum 45
Total Program	360	360	160

Hours			
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*This chart does not include Advisory Board Meetings, 3 Family Events, or Quarterly Advisory Meetings. Those dates and times can be found in the overall timeline included in attachment F.

8. 21st CCLC Learning Center Messaging

Mays Community Academy and partners (Paramount Brookside, and Felege Hiywot Community Center) welcome the opportunity to work with the IDOE to publicly identify themselves as a 21st CCLC program. Mays Community Academy, as well as partner organizations (Paramount Brookside and Felege Hiywot Community Center) agree to include IDOE and 21st CCLC logos, mission, and vision in their advertising and promotional materials.

VI. PROFESSIONAL DEVELOPMENT

Professional Development Strategies

Both MCA and PBR undergo four days of annual professional development as pre-service training in August of every school year. All staff participates in ongoing professional development with at least one session monthly offered as a core curriculum option. Each school's professional development activities correlate to the school's improvement plan and school improvement goals. Each site's 21st CCLC leadership staff will actively participate in three required IDOE trainings, and an IDOE 21st CCLC orientation. A representative from each participating organization will attend (at least) a single annual national training each year of the program's implementation. Finally, all partners were excited to see that IDOE has added new professional development sessions on a.) Use of Positive Behavior Management, b.) Connecting In & Out of School Time, and c.) Supporting Student Centered Growth. PBR plans to have staff attend these sessions. Due to the delayed start of the 9th cohort grant opportunity, August professional development opportunities (outlined below) will be remediated into January of 2019.

2019. Professional Development Activity	Provider of Activity	Relevant Program Objective	Expected Staff Outcomes
Workshops/Conferences 1)IDOE Orientation 2)IDOE Conferences (X3) 3)National Conference Training	1.1 IDOE Fall 1.2 IDOE Fall/Spring 3.1 USDOE Fall 3.1 You for Youth	<ul style="list-style-type: none"> • Increase academic achievement • Increase family engagement • Improve student behavior • Utilize STEM learning to improve scientific achievement 	<ul style="list-style-type: none"> • Continual academic growth • Mastery of program resources
School: August 2018 Pre-service 1)E/LA 2)Math 3)Science 4)STEM 5)Robotics 6)Technology Use 7)Lesson Planning 8)Instructional Practices 9)Connecting In-School and Out of School Time	1- 9) Admin Staff, Program Director, and Site Coordinator	<ul style="list-style-type: none"> • Increase academic achievement • Increase family engagement • Improve student behavior • Utilize STEM learning to improve scientific achievement 	<ul style="list-style-type: none"> • Continual academic growth • Mastery of program resources • Effective standard's based instruction
Embedded Trainings 1)Behavioral Support 2)Classroom Management 3)Data Disaggregation 4)Lesson Planning 5)Direct instruction 6)Time Management 7)Family Engagement 8)Student Readiness	1-6) Admin Staff, Program Director, and Site Coordinator	<ul style="list-style-type: none"> • Increase academic achievement • Increase family engagement • Increase educational readiness • Improve student behavior 	<ul style="list-style-type: none"> • Cultural classroom mastery • Continual academic growth • Mastery of program resources • Effective standard's based instruction
Extra Support Activities 1)CPR Training 2)Bullying Training 3)Monthly Staff Leadership Training	1.1 School Nurse 2.1 School Counselor 3.1 School Board	<ul style="list-style-type: none"> • Enrichment and personal growth • Licensure 	<ul style="list-style-type: none"> • Positive and knowledgeable staff culture • Safe teaching culture

Assessing Professional Development Needs

Curricular professional development needs will be low, as the selected programs have minimal prerequisite training modules to offer their users. myOn Reader has a web-based professional development program that has been budgeted for both schools. The program site directors and the program director will lead the process of vetting candidates and individualizing professional development as needed per each curricular resource. Effectiveness of the 21st CCLC staff will be based on meeting the individual needs of the students. The site director will observe and conduct regular meetings with staff to discuss performance, set goals, and evaluate day-to-day program performance.

VII. EVALUATION

A. Local Evaluator

Dr. Mary Jo Rattermann will be the project evaluator for the program. Dr. Rattermann is owner and chief researcher for Research & Evaluation Resources (www.evalresources.com). Dr. Rattermann received her Ph.D. in Developmental Psychology, with emphases on cognitive psychology and quantitative research methods, from the University of Illinois. Since then, her work has included assistant professor at Hampshire and Swarthmore Colleges and as a Research Associate at the Center of Excellence in Leadership of Learning at the University of Indianapolis. Dr. Rattermann's research interests also include technology in the classroom, school reform, parent involvement in education, best practices in reading and differentiated instruction in the classroom. Dr. Rattermann has a strong working knowledge of Indiana charter schools, their policies, and their practices. Details of Dr. Rattermann's evaluation services are detailed in the MOU.

B. Evaluation Design

A two-part evaluation system, along with an independent evaluator, have been aligned together to ensure that this proposal has the capacity and specificity needed to appropriately impact at-risk and high-risk student achievement alongside student attendance. All measurable objectives, percentiles, benchmarks, and instruments used were chosen to ensure academic accountability and data-driven accuracy. Furthermore, these instructional and data-driven expectations directly mirror IDOE and 21st CCLC expectations and coincide with each school's existing improvement plan. In utilizing an independent evaluator, this program has developed the following seven core expectations to be used for guiding measurable frameworks for evaluation:

- 1) The targeted population is being served to the extent proposed.
- 2) The program is capable of being and/or currently being fully implemented.
- 3) The program is adequately meeting the challenges faced during implementation.
- 4) The program is sustainable.
- 5) The tiered outcomes are being met.
- 6) The program is a benefit to the greater community.
- 7) The program is achieving a measurable impact.

Data Collection

Due to the online nature of each site's norm-referenced benchmark data, all student performance data is securely stored online following benchmark testing. Access to student data will be made available to the program's independent evaluator for longitudinal inclusion. The program director and site directors will review all program data tri-annually to monitor growth and identify further areas of need or refinement. Data will be used to monitor progress, make adjustments, and provide program accountability. Adjustments to the program will be made on an on-going basis. The program director will ensure the site directors meet monthly with the program staff to review progress and outcomes. The program director will provide both annual

and quarterly reports to each organizational Board, including the program's advisory board and partners. Once evaluation data has been collected and analyzed by the evaluator, findings and suggestions for program improvement will be first shared out to school administration. The evaluator will share out the findings and suggested program improvements at each organization's June Board of Directors meeting. The program coordinator will also share out program improvements that will go into effect the following school year, based on the evaluator's suggestions. The agenda, date, time, and location for this board meeting will be advertised to the public via the school's website and will be posted at the front of all school and network offices. Anyone wishing to make public comment about the evaluation findings is welcome to at this meeting. The following chart outlines the annual data collection process for the 21st CCLC for the program.

Method	Measurement Tool(s)	Responsibility	Timelines
1) Administrative oversight, classroom observations 2) Independent evaluator observations.	1) RISE-based education evaluation tool. 2) Comprehensive observation report	1) Each School 2) Independent Evaluator	1) Fall/Spring Bi-Annual Evaluation 2) Tri-Annually; IN-QPSA
1) Program Survey 2) Parent Survey 3) Staff Survey 4) Student Survey	1) IDOE CCLC surveys 2, 3, 4) Independent Evaluator Surveys	1) Partners 2, 3 4) Independent Evaluator	Annual; EZReport due dates
1) Student Data Collection	1) Norm-Referenced Benchmark Tests 1.1) Class performance data, State ILEARN Data	1) Each school	Tri-Annually; EZReport due dates
1) 21 st CCLC Data	1) Longitudinal comprehensive review of program data by independent evaluator.	1) Independent Evaluator	Tri-Annually; IN-QPSA & EZReport due dates

The required benchmarks for student academic performance data are listed in the program design and outcomes section of this proposal. For all non-data required categories, the independent evaluator will utilize survey data, observation data, and (when applicable) performance data to rate individual components of the program's 21st CCLC Core Questions as

“Exceeds Standard”, “Meets Standard”, “Approaching Standard”, or “Below Standard”. This tool is illustrated below:

Core Expectations	Exceeds/Meets/ Approaching/ Below	Short Term Logic Outcome	Medium Term Logic Outcome	Long Term Logic Outcome
The targeted population is being served to the extent proposed.		Extended learning time.	Benchmarked academic growth.	Systemic academic improvement against the achievement gap
The program is capable of being and/or is currently being fully implemented.				
The site is adequately meeting the challenges faced during implementation.		Increased academic awareness.	Increased daily academic aptitude.	Increased attendance and engagement.
The program is sustainable.				
The tiered outcomes are being met.		Knowledge of increased support.	Increased academic awareness.	Proven longitudinal academic growth.
The program is a benefit to the greater community.				
The site is achieving a measurable family engagement impact.		Increased motivation.		Devoted family supports.

Program Evaluation Plan

Exact program performance measures for all four goals of this proposal are listed in section V. of this proposal. The evaluator will collect E/LA data from NWEA for grades K-8, mClass results for K-2, and E/LA data from ILEARN for grades 3-8 to analyze the program’s impact on the objective to increase achievement in reading for at-risk and high-risk students. NWEA and mClass results will be collected at beginning, middle, and end of year to show growth. ILEARN data will be collected and analyzed once scores are released by the IDOE. The evaluator will deem the program effective if Spring (end of year) proficiency rates on the English/Language Arts portion of NWEA C (or equivalent) increase from fall proficiency rates by more than 3% in year 1 of the program. Findings of the evaluation will be shared at the schools’ June Board meeting, which is open to the public.

Additionally, the evaluator will collect science data from NWEA for grades K-8 and science ILEARN results for 3-8 to analyze the program's impact on the objective to increase achievement in science for at-risk and high-risk students. NWEA results will be collected at beginning, middle, and end of year to show growth. ILEARN data will be collected and analyzed once scores are released by the IDOE. The evaluator will deem the program effective if 50% of 21st CCLC regular participants score at or above the median passing benchmark on the science portion of NWEA by spring 2019 (with a 5% annual performance increase). Findings of the evaluation will be shared at the June Board meeting, which is open to the public.

The program's impact on increasing school attendance through engagement in standards-based reading and hands-on STEM programming for at-risk and high-risk students will be noted by collecting daily program attendance and entered into EZReports. The program will be deemed effective if elementary students who attend the program at least 60 days or more during the school year show longitudinal in-school attendance improvement. Additionally, middle school students attending the program at least 30 days or more during the school year during year will show longitudinal in-school attendance improvement. School retention rates will also be compared to show annual growth. Findings of the evaluation will be shared at the June Board meeting, which is open to the public.

The evaluator will evaluate the program's success in creating additional authentic opportunities for school families to engage with the school and engage with their children through the school by collecting and analyzing parent attendance at whole-school events and parent surveys. The program will be deemed effective if 50% parent attendance at whole-school events is achieved by program participants in year 1, with a 10% annual gain thereafter. Survey data will also be collected to determine overall parent satisfaction with the quality of family engagement

opportunities provided. Findings of the evaluation will be shared at the June Board meeting, which is open to the public.

At the end of the program's fourth year, the evaluator's report will include aggregated data across all four years of the grant.

C. Annual Reporting

Initial EZ Reports will be set up prior to January 2019. All annual reporting required by the IDOE, such as attendance and short term performance measures, will be submitted via the EZ Reports portal by the Program Coordinator according to the 2018-2019 Program Calendar. In addition, evaluation of data will include pre/post comparative outcomes using ILEARN along with ACUITY Predictive for benchmarking. Program data will establish measurable data baselines. The program director and site coordinator will jointly collect data, including IN-QPSA online self-assessments. The evaluator (Dr. Rattermann) will independently verify all collected data, and will include a detailed data analysis in an annual longitudinal report (to include the use of Indiana's After School Standards). At the end of the fourth year, the final report will include aggregated data across each grant year. This final report will be due to the IDOE within 30 days of the end of the fourth spring cycle.

Required Data from Schools

Each school will submit all necessary student information to the IDOE (such as grades, testing data, and teacher surveys). Benchmark testing data will be collected tri-annually and combined annually with state ILEARN+ data and staff surveys for submission. Each site will provide embedded survey incentives (extra planning, breaks, etc.) to encourage excitement and interest in timely survey completion and data collection.

D. Early Learning Programs

Mays Community Academy provides an early learning program for Pre-K with a focus on kindergarten readiness. Because this application is for after-school services and coordination of long transportation routes in non-school days, it will not be possible for early learning to be included as in the combined effort over all three sites. Paramount Brookside does not offer an Early Learning Program and neither does Felege Hiywot Community Center. But, as is required in the 21st Century Community Learning Center Guidelines, early learning must be included if any participating site has an early learning program. With that guideline, early learning program inclusion “will” be offered at Mays Community Academy during extended day programming. With a focus on kindergarten readiness, this inclusion will have a direct focus on read-alouds, letter formation, and other Pre-K Lexile-based reading preparedness programs at the site such as Learning A-Z.

E. Required Performance Measures

These measures are listed in section V-Goals, Measurable Objectives, Program Activities, Performance Measures, Attendance, and Academic Assessment. Specifically, the program’s evaluation measures will include, but are not limited to ongoing school-based norm-referenced tests, and Spring proficiency rates on the English/Language Arts and Math portions of ILEARN. The program will measure academic performance specifically related to E/LA and science, student attendance, and family engagement. The evaluator will deem the program effective if 1) Spring (end of year) proficiency rates on the English/Language Arts portion of NWEA C (or equivalent) increase from fall proficiency rates by more than 3% in year 1 of the program; 2) 50% of 21st CCLC regular participants score at or above the median passing benchmark on the science portion of NWEA by spring 2019 (with a 5% annual performance increase); 3) elementary students who attend the program at least 60 days or more during the

school year show longitudinal in-school attendance improvement; 4) middle school students attending the program at least 30 days or more during the school year during year will show longitudinal in-school attendance improvement; and if 5) 50% parent attendance at whole-school events is achieved by program participants in year 1, with a 10% annual gain thereafter.

VIII. SUPPORT FOR STRATEGIC PRIORITIES

To ensure alignment with school goals and state standards, each school's PL-221 goals were integrated into this proposal. Achievement gap closure, and annual academic goals in reading are also goals in each school's current school improvement plan and their Title I school Parent compact. This proposal's goals, activity charts, and the performance measure address the program's focus on academic standards and include similar measures as found in each school's PL-221 plan. Hence, this program's 21st CCLC request fully supports Indiana's Academic and Afterschool Standards.

Specifically, the Goals, Objectives, Performance Measures, and Assessments outlined in section V of this proposal and the evaluation plan in section B of VII provide high quality data specifically related to extended learning time programs alignment with Indiana Academic Standards. Additionally, professional development opportunities outlined in the professional development plan continue this alignment to ensure that all levels of staff (including coordination with school day teachers) fully understand and have the capacity to offer the services outlined in this proposal.

IX. SUSTAINABILITY PLAN

Mays Community Academy currently employs a Chief Executive Officer for guiding fundraising activities. Paramount Brookside employs a Certified Fundraising Executive (CFRE) to guide fund raising efforts through the grant process. Felege Hiywot Community Center

employs an Executive Director to guide future funding efforts. All participants in this program hope to partially fund the 21st CCLC program by year three and fully fund the continuation of the 21st CCLC program following the four-year grant. This is done through in-kind donations and private donation-based income. Each site will continue to seek additional grant funding such as the State Innovation Fund Grant, Title I, Title II, STEM, etc. to sustain the 21st CCLC effort. Each site will also maintain relationships with program partners to continue working toward collaboration that could generate further income. Each site's past success in fundraising for projects such as a planetarium, community garden, community learning center, and farm, suggest that a combination of public and private funds are a possible source of long term support for this kind of extended day partnership. During Year 1, the partners will identify and research potential program funders using the Grant Center's database and apply for a minimum of two grants. If the grants are awarded, the funding will equal 5% (\$15,000) of the annual 21st CCLC allocation.

X. SAFETY AND TRANSPORTATION

The transportation of students in rural communities is the largest challenge for school day extension and non-school day activity. At Mays Community Academy in Rush County, some students have a 90-miles round trip to school every day. This makes bussing a very critical issue in funding any extra opportunity. Because of this, all participating MCA students will need bussing following afterschool and non-school day programming. This budgeted expense is just under one-third of the program budget. MCA will utilize their current transportation company and hire them for the additional transportation for this exciting and creative programming.

Additionally, Paramount Brookside will use their activity bus to transport students from their location to the FHC location, as well as transporting select students from MCA to PBR and FHC for intensive experiences with hands on environmental science. The PBR activity will also

be used for transportation to and from robotics events for MCA and PBR. FHC and PBR have transportation plans that accommodate the needs of working families.

Due to the fact that any other programming with children takes place on the property of each participating organization and will follow regular school hours (summer session still involves an open and staffed site), all daily regimented frameworks for student safety and security will be followed, including IAN Safety, Health and Nutrition Standards. All program staff will require student sign in and sign out procedures, be familiar with the site's crisis management plan, emergency protocols, and will be expected to abide by all state safety policies. All 21st CCLC staff will have direct access to an outside line in the case of emergency. Staff will directly oversee student drop off and pick up every day, and the checking of identification of visitors. All staff will be required to have national background checks, and valid licensure and documentation. Background checks are kept on file in a secure storage to ensure confidentiality.

The Program Director, along with MCA, PBR and FHC will follow all best practices for disadvantaged or homeless youth, ensuring there is adequate transportation to and from the program and its extended activities. Budget costs included in this application are designed to cover any excess needs for the transportation of disadvantaged or McKinney Vento related access.

XI. BUDGET**GRANT BUDGET SUMMARY**

Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers Budget Summary	
Federal Agency: U.S. Department of Education Pass-Through Entity: Indiana Department of Education	
CFDA: 84.287	Federal Award I.D. #: S287C150014 Fiscal Year of Award: XXX
Project Year: 2018 Cohort: 9 Year: 1	
Applicant Name	Mays Community Academy
Applicant Federal ID Number	47-3440074
Grantee DUNS#	07-986-9107
Budget Categories	Project Year 2018 (PRORATED)
Personnel	\$82,230.00
Fringe Benefits	\$0.00
Travel	\$6,420.00
Transportation	\$41,430.00
Equipment	\$1,200.00
Supplies	\$12,470.00
Contractual	\$6,500.00
Professional Development	\$1,500.00
Other	\$0.00
Total Direct Costs	\$151,750.00
Indirect Costs (**if utilizing, please fill out the box below)	\$0.00
Contractual (not included in Indirect Costs)	\$0.00
Total	\$151,750.00
Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.	

If applicable to your grant -***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance? Yes X No

(2) If yes, please provide the following information:

School Year Period Covered by the Indirect Cost Rate Agreement: From: To:

Approved rate _____%

BUDGET FORM YEAR 1

21st Century Community Learning Centers Budget Details

Grantee Name		Mays Community Academy				
Cohort #/Program Year #		Cohort 9, Year 1 - prorated				
<p>Directions: Please enter each item to be funded into the appropriate funding category. All components (Description, Cost Each, Quantity, etc.) must be completed for the budget to be approved. Please use "Quantity Description if needed" as necessary to explain the cost items. Please use the "Justification" for more description as needed--if the line item is being donated "in-kind", please denote that here. The Subtotals and Total Budget will calculate automatically.</p>						
<p>*Input all numbers rounded to the nearest dollar amount*</p> <p>FOR EXAMPLE:</p> <p>1. If the hourly rate for a part time position is \$10.75/hour, please over allocate and round up to \$11/hour.</p> <p>2. If a curriculum costs \$205.50, please over allocate and round up to \$206.00</p>						
Category	Activity Description	Cost Per Item	Quantity	Quantity Description	Justification *if in-kind please denote that here	Total
Personnel	Example: Site Coordinators	\$12.00	5200	25 hours/week, 52 weeks per year, 4 site coordinators total		\$ 62,400.00
	Program Director	\$5,200.00	1	The program director will oversee the annual program at a rate of \$20/hr for 5 hrs/week over 52 weeks.	One program director is needed to ensure overall program fidelity.	\$ 2,600.00

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				Prorated for 1/2 year at 50%.		
	Site Coordinator: Mays Community Academy	\$3,600.00	1	Site coordinators will be paid \$17.00/hr. for 7 hours a week for 30 weeks of annual programming. The site coordinator will have oversight of the program staff. Prorated for 1/2 year at 50%.	Each participating partner site must have a director that will maintain day-to-day fidelity of program operational goals.	\$1,800.00
	Site Coordinators: Paramount Brookside, Felege Hiywot	\$4,000.00	2	Site coordinators will be paid \$17.00/hr. for 40 hours a month for 30 weeks of afterschool annual programming. The site coordinators will have oversight of the program staff. Prorated for 1/2 year at 50%.	Each participating partner site must have a director that will maintain day-to-day fidelity of program operational goals.	\$4,000.00
	Program Staff: Mays Community Academy Reading Tutoring Program	\$7,200.00	5	30 weekly sessions (12 hrs./week) @ \$20/hr. for five afterschool tutoring staff. Prorated for 1/2 year at 50%.	Eight program staff are needed at Mays for incorporating MyOn Reading to 100 students, offering an IDOE approved afterschool program tied to state reading standards	\$18,000.00

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	Program Staff: Paramount Brookside Reading Tutoring Program	\$7,920.00	4	3-10 week sessions (12 hrs./week) @ \$22/hr. for four afterschool tutoring staff at Paramount Brookside. Prorated for 1/2 year at 50%.	Four program staff are needed at Paramount Brookside for incorporating MyOn Reading to 100 students, offering an IDOE approved afterschool program tied to state reading standards	\$ 15,840
	Program Staff: Mays Community Academy and Paramount Collaborative Teachers for merging common STEM and Robotics Programs	\$4,500.00	2	15 weeks (12 hrs./week) @ \$25/hr. for one staff member from each school site (Mays and Paramount) to collaborate on co-leading the STEM and robotics programming in tandem at both sites. Prorated for 1/2 year at 50%.	Mays and Paramount Brookside will work in tandem to run parallel programs so that each school can train and implement mirrored programming. This will enable STEM programming to run in parallel and students from both sites to collaborate throughout the year. To accomplish this, two collaborative teachers will lead the partnership.	\$ 4,500
	Program Staff: Paramount Brookside STEM and Robotics Program	\$3,960.00	3	15 weeks (12 hrs./week) @ \$22/hr. for three after school STEM and robotics tutors at each site (12 total). Prorated for 1/2 year at 50%.	Paramount Brookside will run an afterschool STEM and robotics program in parallel with Mays academy. This program will require three annual staff.	\$ 5,940
	Program Staff: Mays Community Academy STEM and Robotics Program	\$4,500.00	3	30 weeks (10 hrs./week) @ \$22/hr. for two after school STEM and robotics tutors. Prorated for 1/2 year at 50%.	Mays will run an afterschool STEM and robotics program in parallel with Paramount Brookside. This program will require three annual staff.	\$ 6,750

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	STEM FHC Program Summer/Fall/Spring	\$3,800.00	12	Felege Hiywot Community Center will utilize part time staff to provide camp-style learning in outdoor STEM. 12 program staff will work with visiting youth from Mays and Paramount as well as area youth in environmental education, financial literacy, and social-emotional well-being. Each staff member will be paid \$14.45/hour for 160 hours of annual work, serving approximately 35 Paramount students, 20 Mays students and an additional 100 Martindale Brightwood community youth. Prorated for 1/2 year at 50%.	To maintain year-round STEM and environmental options for students outside of school hours, Felege Hiywot Community Center will use 12 staff to make their site available for use by Paramount Brookside, Mays Community Academy, and local Martindale Brightwood Neighborhood youth.	\$22,800
					Subtotal	\$82,230.00
Fringe Benefits	Example: FICA (full-time)	Sum of the 'totals' for full time staff listed in the above section	7.65%		Multiplied sum of cell D and cell E in this line	

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	Mays Community Academy	\$ 26,550.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
	Paramount Brookside	\$ 24,380.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
	Felewge Hiywot Community Center	\$ 22,800.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
				Subtotal	\$ -	
Travel	Example: Fall 2018--In State conference hotel (Indianapolis)	\$104.00	6	3 rooms, 2 nights		\$ 624.00
	National Conference Registration	\$ 415.00	6	6 staff (two from each participating organization) @415 per person registration. Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 1,245.00
	IDOE State IYI Conference	\$ 185.00	6	6 staff (one from each participating organization) @185 per conference (IYI). Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 555.00
	Local/Regional Robotics Competitions	\$ 200.00	8	8 team fees @200 per competition. Prorated for 1/2 year at 50%.	Mays and Paramount will combine robotics teams to compete statewide in tournaments	\$ 800.00

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	IDOE State Conference IAN	\$ 65.00	6	6 staff (two from each participating organization) @ \$65 per conference (IAN). Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 195.00
	21stCCLC Boost National Conference Hotel/Airfare	\$ 1,000.00	5	Airfare \$400 per person/ 5 staff; Hotel \$150/day for 4 nights; 5 staff. Prorated for 1/2 year at 50%.	Mays and Paramount will send two staff to the Boost conference and Felege Hiywot will send 1. This will enable all three sites to benefit from national best practices.	\$ 2,500.00
	National Robotics Competition Hotel	\$ 450.00	5	Hotel \$150/day for 3 nights; 5 rooms. Prorated for 1/2 year at 50%.	Mays and Paramount will send two student teams to the Robotics World Championships to build program depth and interest.	\$ 1,125.00
				Subtotal	\$	6,420.00
Transportation	Example: Student Transportation	\$26.00	468	4 buses/day x 117 days		\$ 12,168.00
	Activity Bus Driver	\$ 14.50	40	40 hours at \$14.50/hr. for general transportation. Prorated for 1/2 year at 50%.	This transportation is for using the Paramount Brookside Activity Bus for connecting rural students at Mays Community Academy to and from Felege Hiywot Community Center and Paramount Brookside during summer or other non-school days.	\$ 290.00
	Activity Bus	\$ 50.00	40	Activity Bus Fuel, \$50/use @ 20 uses. Prorated for 1/2 year at 50%.	This line is needed to pay for fuel for activity bus use.	\$ 1,000.00

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	Rental Busses for afterschool programming transport in Rush County	\$ 223.00	360	2 buses for two hours each school day for 180 days. Prorated for 1/2 year at 50%.	Because Mays serves 7 counties and students spread out over 90 miles, substantial transportation funding for afterschool tutoring, science, and robotics programming is essential to a successful program.	\$ 40,140.00
				Subtotal	\$ 41,430.00	
Equipment	Example: iPads	\$400.00	4	One for each site	For 'academic program' listed in program narrative	\$ 1,600.00
	Dell Latitude Laptops	1200	2	One for each site: Prorated for 1/2 year at 50%.	One laptop will be used at each school site for robotics programming.	\$ 1,200.00
						\$ -
				Subtotal	\$ 1,200.00	
Supplies	Example: Program Supplies	\$5.00	400	100 students/4 sites	pens, pencils, paper, markers, etc. for craft program	\$ 2,000.00
	Classroom Consumables; notebooks, pencils, and rulers, etc.	\$ 300.00	3	As Needed for classroom consumables for each of the three sites. Prorated for 1/2 year at 50%.	Pens, pencils, paper, markers, batteries, notebooks, etc. for annual program	\$ 450.00
	Robotics Kits	\$ 790.00	4	4 Robotics kits at \$300 each and two robotics practice fields at \$200 each. Two sets of extra robotics parts at \$780 each. Prorated for 1/2 year at 50%.	Matching Robotics kits, parts, and robotics practice equipment are necessary for Mays and Paramount to create cohesive, combined rural-urban robotics teams.	\$ 1,580.00

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	MyOn Reader Flat Fee and Content	\$9,000	2	Two \$4500 site licenses for MyOn Reader for Mays and Paramount Brookside. Prorated for 1/2 year at 50%.	Approved IDOE Curriculum for afterschool literacy tutoring for Mays Community and Paramount Brookside.	\$ 9,000.00
	Afterschool KidzScience	\$240	12	4 IDOE approved Science kits per site at \$960/site for environmental science programs. Prorated for 1/2 year at 50%.	Approved IDOE Curriculum for afterschool science tutoring for Mays Community, Paramount Brookside, and Felege Hiywot Community Center.	\$ 1,440.00
				Subtotal	\$ 12,470.00	
Contractual	Example: Contracted arts programming	\$9,000.00	2	per site	240	\$ 27,000.00
	Example: Local Evaluation Services	\$200,000	6%	% of total allocation		\$ 12,000.00
	Evaluation Resources	\$ 700.00	6	Evaluate 3 sites for two days each, @700 day. Prorated for 1/2 year at 50%.	Mary Jo Rattermann from Research & Evaluation Resources will provide the required evaluation for the annual program.	\$ 2,100.00
	Data System and HR Management	\$ 2,400.00	2	\$24/hr. for 100 hours annually. Prorated for 1/2 year at 50%.	Paramount Brookside will provide data system and HR management for each site in the program.	\$ 2,400.00
	EZReports Data System Install and Setup Expense	\$ 2,000.00	1	Flat Fee purchase (includes tech team setup) NOT PRORATED.	The Program Director will oversee the installation of EZReporting for the annual program.	\$ 2,000.00
				Subtotal	\$ 6,500.00	

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Professional Development	Example: Staff Trainings	\$12.00	75	3 trainings for 25 staff members each	Cost for training supplies	\$ 900.00
	IYI Conference	\$ -	10	Cost Covered	Cost Covered	\$ -
	Multi State Conference	\$ -	10	Cost Covered	Cost Covered	\$ -
	Child & Youth Care Certification	\$ -	4	Cost Covered	Cost Covered	\$ -
	MyOn Reader Online PD	\$750	2	Web-based expense for professional development for MyOn Reader for Mays and Paramount. NOT PRORATED.	Web-based expense for professional development for MyOn Reader for Mays and Paramount. NOT PRORATED.	\$ 1,500.00
				Subtotal		\$ 1,500.00
Other	Example: Staff Background Checks	\$25.00	15			\$ 375.00
						\$ -
						\$ -
				Subtotal		\$ -
Total Direct				Total	\$ 151,750.00	
Indirect Costs	Example	\$ 151,750.00	8% (or LEA approved rate)	approved rate		Total Direct A x Indirect Rate
						\$ -

		Total	\$
			-
	Total Year 2018	\$	151,750.00

BUDGET FORM YEARS 2-4

21st Century Community Learning Centers Budget Details						
Grantee Name			Mays Community Academy			
Cohort #/Program Year #			Cohort 9, Years 2-4			
Directions: Please enter each item to be funded into the appropriate funding category. All components (Description, Cost Each, Quantity, etc.) must be completed for the budget to be approved. Please use "Quantity Description if needed" as necessary to explain the cost items. Please use the "Justification" for more description as needed--if the line item is being donated "in-kind", please denote that here. The Subtotals and Total Budget will calculate automatically.						
Input all numbers rounded to the nearest dollar amount FOR EXAMPLE: 1. If the hourly rate for a part time position is \$10.75/hour, please over allocate and round up to \$11/hour 2. If a curriculum costs \$205.50, please over allocate and round up to \$206.00						
Category	Activity Description	Cost Per Item	Quantity	Quantity Description	Justification *if in-kind please denote that here	Total
Personnel	Example: Site Coordinators	\$12.00	5200	25 hours/week, 52 weeks per year, 4 site coordinators total		\$ 62,400.00
	Program Director	\$5,200.00	1	The program director will oversee the annual program at a rate of \$20/hr for 5 hrs/week over 52 weeks.	One program director is needed to ensure overall program fidelity.	\$ 5,200.00

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	Site Coordinator: Mays Community Academy	\$3,600.00	1	Site coordinators will be paid \$20.00/hr for 5 hours a week for 36 weeks of annual programming. The site coordinator will have oversight of the program staff.	Each participating partner site must have a director that will maintain day-to-day fidelity of program operational goals.	\$ 3,600.00
	Site Coordinators : Paramount Brookside, Felege Hiywot	\$4,000.00	2	Site coordinators will be paid \$17.00/hr for 40 hours a month for 30 weeks of annual programming. The site coordinators will have oversight of the program staff.	Each participating partner site must have a director that will maintain day-to-day fidelity of program operational goals.	\$ 8,000.00
	Program Staff: Mays Community Academy Reading Tutoring Program. <i>This category and the one below represents the only changes in the year 3 and 4 budget.</i>	\$7,200.00	5	3-10-week sessions (12 hrs/week) @ \$20/hr. for five afterschool tutoring staff. <i>This category will reduce by \$7500 in year 3 and \$6575 more in year 4.</i>	Eight program staff are needed at Mays for incorporating MyOn Reading to 100 students, offering an IDOE approved afterschool program tied to state reading standards	\$ 36,000.00

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	Program Staff: Paramount Brookside Reading Tutoring Program: <i>This category and the one above represents the only changes in the year 3 and 4 budget.</i>	\$7,920.00	4	3-10-week sessions (12 hrs/week) @ \$22/hr. for four afterschool tutoring staff at Paramount Brookside. <i>This category will reduce by \$7500 in year 3 and \$6575 more in year 4.</i>	Four program staff are needed at Paramount Brookside for incorporating MyOn Reading to 100 students, offering an IDOE approved afterschool program tied to state reading standards	\$ 31,680.00
	Program Staff: Mays Community Academy and Paramount Collaborative Teachers for merging common STEM and Robotics Programs	\$4,500.00	2	3-10-week sessions (6 hrs/week) for one staff member from each school site (Mays and Paramount) to join in for 1 hour/day to collaborate on co-leading the STEM and robotics programming in tandem at both sites.	Mays and Paramount Brookside will work in tandem to run parallel programs so that each school can train and implement mirrored programming. This will enable STEM programming to run in parallel and students from both sites to collaborate throughout the year. To accomplish this, two collaborative teachers will lead the partnership.	\$ 9,000.00
	Program Staff: Paramount Brookside STEM and Robotics Program	\$3,960.00	3	15 weeks (12 hrs/week) @ \$22/hr. for three after school STEM and robotics tutors at each site (12 total).	Paramount Brookside will run an afterschool STEM and robotics program in parallel with Mays academy. This program will require three annual staff.	\$ 11,880.00

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	Program Staff: Mays Community Academy STEM and Robotics Program	\$4,500.00	3	3-10-week sessions (6 hrs/week) for three staff members from Mays to join in for 1 hour/day to coach the STEM and robotics programming.	Mays will run an afterschool STEM and robotics program in parallel with Paramount Brookside. This program will require three annual staff.	\$ 13,500.00
	STEM FHC Program Summer/Fall /Spring	\$3,800.00	12	Felege Hiywot Community Center will utilize part time staff to provide camp-style learning in outdoor STEM. 12 program staff will work with visiting youth from Mays and Paramount as well as area youth in environmental education, financial literacy, and social-emotional well-being. Each staff member will be paid \$14.45/hour for 160 hours of annual work, serving approximately 35 Paramount students, 20 Mays students and an additional 100 Martindale Brightwood community youth.	To maintain year-round STEM and environmental options for students outside of school hours, Felege Hiywot Community Center will use 12 staff to make their site available for use by Paramount Brookside, Mays Community Academy, and local Martindale Brightwood Neighborhood youth.	\$ 45,600.00
					Subtotal	\$ 164,460.00
Fringe Benefits	Example: FICA (full-time)	Sum of the 'totals'	7.65%		Multiplied sum of cell D and cell E in this line	

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		for full time staff listed in the above section				
	Mays Community Academy	\$ 57,600.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
	Paramount Brookside	\$ 57,260.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
	Felewge Hiywot Community Center	\$ 49,600.00	7.65%	In Kind. Cost moved to \$0.00	Due to the complexity of this consortium, fringe will be covered in kind by each participating organization.	\$ -
					Subtotal	\$ -
Travel	Example: Fall 2018--In State conference hotel (Indianapolis)	\$104.00	6	3 rooms, 2 nights		\$ 624.00
	National Conference Registration	\$ 415.00	6	6 staff (two from each participating organization) @415 per person registration. Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 2,490.00

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	IDOE State IYI Conference	\$ 185.00	6	6 staff (one from each participating organization) @185 per conference (IYI). Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 1,110.00
	Local/Regional Robotics Competitions	\$ 200.00	8	8 team fees @200 per competition. Prorated for 1/2 year at 50%.	Mays and Paramount will combine robotics teams to compete statewide in tournaments	\$ 1,600.00
	IDOE State Conference IAN	\$ 65.00	6	6 staff (two from each participating organization) @ \$65 per conference (IAN). Prorated for 1/2 year at 50%.	2018 conference is local, so each site will send two participants.	\$ 390.00
	21stCCLC Boost National Conference Hotel/Airfare	\$ 1,000.00	5	Airfare \$400 per person/ 5 staff; Hotel \$150/day for 4 nights; 5 staff. Prorated for 1/2 year at 50%.	Mays and Paramount will send two staff to the Boost conference and Felege Hiywot will send 1. This will enable all three sites to benefit from national best practices.	\$ 5,000.00
	National Robotics Competition Hotel	\$ 450.00	5	Hotel \$150/day for 3 nights; 5 rooms. Prorated for 1/2 year at 50%.	Mays and Paramount will send two student teams to the Robotics World Championships to build program depth and interest.	\$ 2,250.00
					Subtotal	\$ 12,840.00
Transportation	Example: Student Transportation	\$26.00	468	4 buses/day x 117 days		\$ 12,168.00

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	Activiy Bus Driver	\$ 14.50	40	40 hours at \$14.50/hr for general transportation. Prorated for 1/2 year at 50%.	This transportation is for using the Paramount Brookside Activity Bus for connecting rural students at Mays Community Academy to and from Felege Hiywot Center and Paramount Brookside during summer or other non-school days.	\$ 580.00
	Activity Bus	\$ 50.00	40	Activity Bus Fuel, \$50/use @ 20 uses.	This line is needed to pay for fuel for activity bus use.	\$ 2,000.00
	Rental Busses for afterschool programmin g transport in Rush County	\$ 223.00	360	2 buses for two hours each school day for 180 days.	Because Mays serves 7 counties and students spread out over 90 miles, substantial transportation funding for afterschool tutoring, science, and robotics programming is essential to a successful program.	\$ 80,280.0
					Subtotal	\$ 82,860.00
Equipment	Example: iPads	\$400.00	4	One for each site	For 'academic program' listed in program narrative	\$ 1,600.00
	Dell Latitude Laptops	1200	2	One for each site:	One laptop will be used at each school site for robotics programming.	\$ 2,400.00
						\$ -
					Subtotal	\$ 2,400.00
Supplies	Example: Program Supplies	\$5.00	400	100 students/4 sites	pens, pencils, paper, markers, etc. for craft program	\$ 2,000.00

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	Classroom Consumables ; notebooks, pencils, and rulers, etc.	\$ 300.00	3	As Needed for classroom consumables for each of the three sites.	Pens, pencils, paper, markers, batteries, notebooks, etc. for annual program	\$ 900.00
	Robotics Kits	\$ 790.00	4	4 Robotics kits at \$300 each and two robotics practice fields at \$200 each. Two sets of extra robotics parts at \$780 each.	Matching Robotics kits, parts, and robotics practice equipment is necessary for Mays and Paramount to create cohesive, combined rural-urban robotics teams.	\$ 3,160.00
	MyOn Reader Flat Fee and Content	\$9,000	2	Two \$4500 site licenses for MyOn Reader for Mays and Paramount Brookside.	Approved IDOE Curriculum for afterschool literacy tutoring for Mays Community and Paramount Brookside.	\$ 18,000.00
	Afterschool KidzScience	\$240	12	4 IDOE approved Science kits per site at \$960/site for environmental science programs.	Approved IDOE Curriculum for afterschool science tutoring for Mays Community, Paramount Brookside, and Felege Hiywot Center.	\$ 2,880.00
					Subtotal	\$ 24,940.00
Contractual	Example: Contracted arts programming	\$9,000.00	2	per site	240	\$ 27,000.00
	Example: Local Evaluation Services	\$200,000	6%	% of total allocation		\$ 12,000.00

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	Evaluation Resources	\$ 700.00	6	Evaluate 3 sites for two days each, @700 day.	Mary Jo Rattermann from Research & Evaluation Associates will provide the required evaluation for the annual program.	\$ 4,200.00
	Data System and HR Management	\$ 2,400.00	2	\$24/hr for 100 hours annually.	Paramount Brookside will provide data system and HR management for each site in the program.	\$ 4,800.00
	EZreports Data System Install and Setup Expense	\$ 2,000.00	1	Flat Fee purchase (includes tech team setup) NOT PRORATED.	The Program Director will oversee the installation of EZ Reporting for the annual program.	\$ 2,000.00
					Subtotal	\$ 11,000.00
Professional Development	Example: Staff Trainings	\$12.00	75	3 trainings for 25 staff members each	Cost for training supplies	\$ 900.00
	IYI Conference	\$ -	10	Cost Covered	Cost Covered	\$ -
	Multi State Conference	\$ -	10	Cost Covered	Cost Covered	\$ -
	Child & Youth Care Certification	\$ -	4	Cost Covered	Cost Covered	\$ -
	MyOn Reader Online PD	\$750	2	Web-based expense for professional development for MyOn Reader for Mays and Paramount. NOT PRORATED.	Web-based expense for professional development for MyOn Reader for Mays and Paramount. NOT PRORATED.	\$ 1,500.00
					Subtotal	\$ 1,500.00
Other	Example: Staff Background Checks	\$25.00	15			\$ 375.00
						\$ -

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						\$ -
					Subtotal	\$ -
Total Direct					Total	\$ 300,000.0
Indirect Costs	Example	\$ 300,000 .00	8% (or LEA approved rate)	approved rate		Total Direct Amount Indirect Rate
						\$ -
					Total	\$ -
					Total Year 2019	\$ 300,000.0

4-YEAR BUDGET DETAILS

INDIANA DEPARTMENT OF EDUCATION					
Budget Information					
<i>21st Century Community Learning Centers Program</i>					
Name of Organization: Mays Community Academy: Consortium					
Amount Requested: Yr. 1: <u>\$151,750</u> Yr. 2: <u>\$300,000</u> Yr. 3: <u>\$285,000</u> Yr. 4: <u>\$263,000</u>					
Total: <u>\$1,000,000.00</u>					
BUDGET SUMMARY					
Budget Categories:	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	\$82,230.00	\$164,460.00	\$149,460.00	\$134,460.00	\$530,610.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel*	\$6,420.00	\$12,840.00	\$12,840.00	\$12,840.00	\$44,940.00
4. Transportation Costs for Students	\$41,430.00	\$82,860.00	\$82,860.00	\$82,860.00	\$290,010.00
5. Equipment	\$1,200	\$2,400	\$2,400	\$2,400	\$8,400.00
6. Supplies	\$12,470.00	\$24,940.00	\$24,940.00	\$18,190.00	\$80,540.00
7. Contractual	\$6,500.00	\$11,000.00	\$11,000.00	\$11,000.00	\$39,500.00
8. Other	0				0
9. Total Direct Costs (Add lines 1-8)	\$150,250.00	\$298,500.00	\$283,500.00	\$261,750.00	\$994,000.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Professional Development Training	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$6,000.00
12. Total Costs (Add lines 9-11)	\$151,750.00	\$300,000.00	\$285,000.00	\$263,250.00	\$1,000,000.00

*1st year prorated cost at 50%

21st CCLC Application: 9955 Mays Community Academy

Application Attachments
Appendix A – Memorandums of Understanding (MOUs)

21st Century Community Learning Center MOU
Mays Community Academy and program partners:
Paramount Brookside and Felege Hiywot Community Center

MEMORANDUM OF AGREEMENT PREAMBLE

Mays Community Academy (hereafter "Mays") agrees to engage the following partners, Paramount Brookside (hereafter "Paramount") and Felege Hiywot Community Center (hereafter "FHC") and enter into this Memorandum of Agreement to set forth the terms and conditions upon which they will collaboratively create an afterschool, intersession, and school breaks program.

Mays, along with its program partners, Paramount and FHC (hereafter "Parties") desire to improve educational opportunities for youth in their community and are participating in the 21st Century Community Learning Centers Program (hereafter "Program") to achieve that end. The Program is intended to impact the academic and career success of children from rural and low-income households. Each Party recognizes that the success of the Program is dependent upon faithful adherence to the terms agreed upon below.

THEREFORE, THE PARTIES AGREE AS FOLLOWS:

Overview

Mays agrees to partner Paramount and FHC to work cooperatively and in good faith to achieve the objectives of the Program. The Parties agree to jointly establish a communications plan which shall include:

- Meetings or video conferencing once a month or as needed between the school principals (or his/her designee in case of a scheduling conflict) and the FHC volunteer coordinator (or designee) to discuss the Program progress and updates, to discuss observations, to share successes, to make amendments to the Program plan in response to data collected, and to facilitate communication with teachers and parents/guardians/families.
- A protocol for emergencies, such as a school or center closure, student injury/illness, or other unexpected event, which interrupts or significantly impacts the provision of programming and services in the school or center buildings or grounds.
- The development and distribution of public communications such as newsletters, e-mails, reports, and general Program marketing materials. The Parties will conform to all brand requirements related to such materials.

The directors of the School and FHC programs will recommend Program participants based on the agreed upon criteria for inclusion. The Program is particularly interested in serving students who meet any of the following criteria:

- Are at risk for non-proficiency in state standardized tests in math and reading.
- Are free and reduced lunch eligible.

- Have additional risk factors that include repeated absences, chronic tardiness, and frequent behavioral referrals.

Data Collection, Storage, and Disclosure

The Parties acknowledge that student-level data is critical to analysis of Program metrics and agree to acquire consent to share certain confidential data between them.

The Schools and FHC agree that the aggregate data from any Party, with all personal identifiers removed, may be shared with any other business partner engaged in analysis of Program, but solely for purposes of analyzing and reporting on the Program.

The School and FHC understand that such data may be referenced in reports to funders, newsletters, or other publications related to Program; however, no data from individual students will be reported.

None of the Parties shall disclose any findings or analysis from non-public data without prior written consent of the other Parties, other than summary data that does not identify any individual person; such data may include expenditure patterns, and expenditure per pupil or category of pupil.

All Parties agree that, other than as necessary with respect to the Program, data will be kept confidential; all electronic data analysis will be performed on secure, password-protected computers.

All Parties shall maintain the confidentiality and safeguard the analysis of any data gathered as a result of this MOU, and will not, without the prior consent of all Parties, disclose any findings or analysis derived from non-public information other than: (a) summary data as above (b) data and analysis of such summary data used to promote the educational and research purposes of the Program, and (c) data and findings that have been made publicly available without breaching any of the Parties' confidentiality obligations.

Program Implementation

Mays will work with two partners to develop rural-urban connectivity, and to create partnerships that allow for afterschool rural student participation throughout the year in STEM, Science, Reading, and Robotics. The first partner is Paramount Brookside (PBR). PBR is an Indianapolis-based Mayor's Office of Education Innovation (OEI) authorized public charter school. Based on PBR's high poverty rate (86% FRL), it has been identified as a high poverty whole-school Title I program. The school serves 762 students on the Near East Side of Indianapolis, IN. As defined by ESSA Section 1111(d) PSOE enrolls disproportionately high numbers of students who may be "at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families." The second partner is Felege Hiywot Community Center (FHC). FHC provides year-round camp experiences for youth in times that school is out

of session. FHC is a non-profit organization in the Martindale-Brightwood neighborhood of Indianapolis.

Miscellaneous Provisions

This Agreement shall be governed by the laws of the State of Indiana.

Each Party shall bear its own costs, if any, for execution of its obligations under this Agreement.

Each Party shall have responsibility for supervision of its own employees, contractors, and volunteers.

Each Party shall adhere to its governing policies with respect to Child Abuse Prevention and training.

Each Party shall maintain appropriate insurance for its obligations under this Agreement.

The Parties agree that they are independent of each other; neither Party shall be deemed an employee, servant, agent, partner or joint venture of another Party.

Each Party agrees it has obtained the appropriate authority to enter into this Agreement.

Each Party will comply with the EZ Report and annual evaluation processes. This includes supplying requested data and/or program documentation in a timely manner.

Duration of Agreement

This agreement is effective on January 1, 2019 and shall end on June 1, 2022; the confidentiality provisions related to storage and disclosure of data shall survive the agreement. This agreement is the entire agreement between the parties and cannot be amended other than by written consent of all parties.

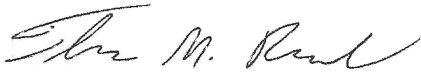
Entered into this 27th day of July 2018.

**Mays Community
Academy**



Krissi Williams
Executive Director
929 E. South Street
Mays, IN 46155

Paramount Brookside



Tommy Reddicks
Executive Director
3020 Nowland Avenue
Indianapolis, IN 46201

**Felege Hiywot Community
Center**



Aster Bekele
Executive Director /
Founder
1648 Sheldon Avenue
Indianapolis, IN 46218

21st CLCC MOU AGREEMENT

MEMORANDUM of UNDERSTANDING BETWEEN
MAYS COMMUNITY ACADEMY, PARAMOUNT BROOKSIDE,
FELEGE HIYWOT COMMUNITY CENTER AND RESEARCH & EVALUATION RESOURCES, LLC

SUBJECT: MOU Agreement for 2019 21st CLCC Grant

1. Purpose. Mays Community Academy, Paramount Brookside and Felege Hiywot Community Center (hereafter “Parties”) enters into formal agreement with Research & Evaluation Resources, LLC where in Research & Evaluation Resources, LLC will provide annual monitoring, surveying, and data analysis of the 21st CLCC grant.
2. Problem. The Parties wish to ensure fidelity, accountability, and measures of academic success for its 21st CLCC program and seeks an independent evaluative team to guide the accountability process.
3. Scope. Research & Evaluation Resources, LLC will annually evaluate the three program sites for two days each to monitor all goal phases of the PS2 21st CLCC grant process. Dr. Mary Jo Rattermann (Research & Evaluation Resources, LLC), will provide ongoing analysis and feedback ensuring program outcomes are met (per the scope of the program narrative). The evaluation of performance and program effectiveness will involve benchmarked analysis, longitudinal performance data, and comprehensive observational data. Program impact and student response will be tightly monitored so that annual adjustments can be made to improve program effectiveness. The template for evaluation is listed in the monitoring section of this MOU.
5. Understandings: It is understood that program partners will provide all materials (curriculum, lesson plans, data, wireless access, etc.) for successful monitoring and evaluation.
6. Specified contracting period. This MOU is for 3.5 academic years beginning in the winter of 2019, and ending in the spring of 2022.
7. Monetary and performance terms. The Program partnership will pay Research & Evaluation Resources, LLC at \$700 a day (prorated for the first 1/2 year at 50%) for 6 days of evaluation each year for a total of \$14,700

	Year 1	Year 2	Year 3	Year 4	Total
Annual Payment	\$2,100	\$4,200	\$4,200	\$4,200	\$14,700

8. Monitoring. The Parties agree to work jointly with Research & Evaluation Resources, LLC to abide by the Core Expectations, evaluative frameworks, and logic outcomes outlined in the 21st CLCC grant narrative (copied below).

Core Expectations	Exceeds/Meets/ Approaching/ Below	Short Term Logic Outcome	Medium Term Logic Outcome	Long Term Logic Outcome
The targeted population is being served to the extent proposed.		Extended learning time.	Benchmarked academic growth.	Systemic academic improvement against the achievement gap
The program is capable of being and/or is currently being fully implemented.		Increased academic awareness.	Increased daily academic aptitude.	Increased attendance and engagement.
The school is adequately meeting the challenges faced during implementation.		Knowledge of increased support.	Increased academic awareness.	Proven longitudinal academic growth.
The program is sustainable.				
The tiered outcomes are being met.				
The program is a benefit to the school community.		Increased motivation.		Devoted family supports.
The school is achieving a measurable family engagement impact.				

8. Effective date. MOU becomes binding pending funding approval, but parties agree to these details and expectations by signing below.

Krisi Williams

SIGNATURE

Authorized Agent
Mays Community Academy

July 27, 2018

(Date)

Mary Jo Ratterman

SIGNATURE

Authorized Agent for Research &
Evaluation Resources, LLC

July 27, 2018

(Date)

Appendix B: Evidence of Previous Success

Successful student recruitment and retention efforts

All participants have shown evidence of prior success as mandated in this grant application. Both MCA and PBR have demonstrated an upward projection of student enrollment for each year in operation.

Mays Community Academy Enrollment		Paramount Brookside	
Year	Total Students	Year	Total Students
	N/A	2014-2015	616
2015-2016	115	2015-2016	653
2016-2017	180	2016-2017	719
2017-2018	181	2017-2018	744

Equally, PBR and FHC have demonstrated the capability to enroll participants in previous non-school day programs. In addition to a long-term after care partnership with YMCA (described later in “Successful attainment of academic outcomes”), PBR has operated two prior programs through community partnership that help illustrate the school’s ability to recruit and maintain programming. A three-year KIB Kid’s Club Grant resulted in 50 students meeting weekly throughout the school year in an agro-ecology STEM initiative connect to state academic standards. PBR also piloted a STEM summer initiative in 2013. This program piloted 12 students through its inaugural 8 weeks, establishing the model for the proposed 8-week, 24-student program this summer.

For student recruitment for non-school day programs, MCA, PBR, and FHC will employ a variety of tools, including yard signs, newsletters, emails, social media, neighborhood flyers, and informational booths at site-related events.

Per 21st CCLC recruitment guidelines for schools that have received funding in a previous cycle, the following charts show PBR’s recruitment and retention efforts of 2014-2015,

2015-2016, 2016-2017 specifically for their individual participation in Cohort 8's 21st CCLC program.

Student Grade Count Summary				
	2015	2016	2017	2018
3 rd grade	18%	12%	12%	19%
4 th grade	18%	14%	18%	18%
5 th grade	16%	18%	20%	18%
6 th grade	15%	17%	18%	16%
7 th grade	21%	20%	15%	17%
8 th Grade	12%	19%	18%	12%

Successful attainment of academic outcomes

Mays Community Academy

Most notably, Mays Community Academy has recently earned the distinction of a “B School” by the Indiana Department of Education after only its second year of operation. Additionally, MCA Pre-K programming has also reached level 3 Paths to Quality after only two years of existence. As a relatively young school, other academic performance data is only two years old, but is listed below.

Year	Pass Rate ISTEP+ ELA	Pass Rate ISTEP+ MATH	Pass Rate IREAD
2015-2016	50.9%	51.8%	87.5%
2016-2017	45.3%	57.9%	94.7%
2017-2018	<i>Not yet publicly released</i>	<i>Not yet publicly released</i>	<i>Not yet publicly released</i>

Although scores are still embargoed at the time of this application, IREAD results for MCA in 2017-18 saw no students needing to be retested to achieve a passing score.

Paramount Brookside

Because of a longer history as a school there is significantly more data for PBR. In 2010-11, Paramount Brookside's first year as a school, 57% of their students passed English/language arts and 54% of children passed mathematics (3rd-8th graders are tested). Since this time, PBR has shown consistent and sustainable rates of growth, see chart below.

ISTEP + English/Language Arts Pass Rate				ISTEP + Mathematics Pass Rate		
	2015	2016	2017	2015	2016	2017
3 rd grade	84.7%	77%	88.3%	73.6%	79.7%	84%
4 th grade	77%	86%	81%	79.7%	75%	86%
5 th grade	61%	78.9%	82%	79.7%	91.5%	93%
6 th grade	75.5%	75.9%	93%	71.7%	89.7%	85%
7 th grade	80%	85%	96.7%	82%	77%	93%
8 th grade	63.9%	83.8%	88%	66.7%	97%	85.7%

Year	Pass Rate IREAD
2014-2015	94.4%
2015-2016	94.2%
2016-2017	92.2%
2017-2018	<i>Not yet publicly released</i>

Given that PBR received a 2014 21st CCLC grant, for the purposes of their partnership with Mays in this proposal, additional academic and attendance indicators specific to students served by the 21st CCLC programs and services have been provided. Attendance had been one area of dramatic growth for PBR's students served by the prior 21st CCLC grant. In 2014-2015 there was a 51% attendance across all programs and services, in 2015-2016 there was an 82% attendance rate across all programs, and in 2016-2017 PBR finally reached its attendance target of 100% attendance across all 21st CCLC programs and services.

While students with disabilities that qualify for an IEP under IDEA are not specifically targeted as a focused population for the 21st CCLC grant award, it is the intent of the application that, if funded, the program will not exclude any student with a disability, handicapping condition, orientation, or designation. Still, it is important to note that PBR students with IEPs began showing marked successes by utilizing the prior 21st CCLC program in 2016-2017. 52% of students with IEPs enrolled in the program increased both their Math and ELA ILEARN+ scores. This is a newly emerging trend that Mays Community Academy is extremely excited about and would like to spend more time examining for the 2018 granting cycle.

21st CCLC Application: 9955 Mays Community Academy
GEPA Section 427 STATEMENT
MAYS COMMUNITY ACADEMY
INDIANAPOLIS, IN

Mays Community Academy (MCA) is an advocate for the rights of the underserved and underrepresented. The organization seeks to ensure that these individuals gain equitable access to and participation in all opportunities that are made available by federal, state, and local governments as well as those available by private institutions. This mission extends beyond individuals traditionally associated with these populations (i.e., minority, low income, etc.). Accordingly, MCA does not discriminate in offering its 21st CCLC programs and services on the basis of race, creed, color, or special need. To the contrary, MCA works hard to protect the rights of the underserved and underrepresented.

With respect to the MCA constituency, it is anticipated that students whose parents have immigration issues may be unwilling to pursue assistance with academic performance, student behavior, or family engagement. Similarly, students and their families whose race, ethnicity or culture differs from that of the majority may be reluctant to seek assistance from educational enhancement and family support programming and opportunities.

Moreover, students in unrecognized foster care situations (relative care, etc.) are often unaware that services exist to support their needs and, when informed, hesitant to pursue them for fear of retribution or additional out-of-home placement. Youth with juvenile justice records are also reluctant to seek assistance out of fear of being chastised by gangs or ridiculed by their peers. Youth and families experiencing child abuse or domestic violence in the home are unwilling and afraid to seek assistance. Lastly, parents demonstrate reluctance to engage in specific subject matter such as parenting and family empowerment training for African American parents and financial education for both Latino and

African American parents.

As such, MCA continues to develop public education and social awareness campaigns utilizing its numerous media contacts as well as its extensive network of public, private, religious, and community-based entities to ensure the 21st CCLC opportunity allows for equitable access to all students and their families.

Students whose academic performance is far below the average academic performance of the youth in their school (in our case, the average academic performance of the students in our school ranks more than 50% below state average in Indiana) are being identified and introduced to an innovative extended day education program that re-engages them in school, helps them matriculate through school and significantly elevates their academic performance.



July 24, 2018

To whom it may concern,

As the chairman of the school board for the Mays Community Academy. I am writing to confirm that Krissi Williams is the Director of the Mays Community Academy and authorized by the Board of Directors to sign for the organization and enter into a 21st Century Community Learning Centers contract.

Should you need any further information or clarification on this matter, please feel free to notify me via email at nansicuster@mays.k12.in.us.

Respectfully,



Nansi Custer
Board Chair
Mays Community Academy